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# Professional School Counseling Program Manual

**Carol Kaffenberger, Tammy Davis, Sylinda Gilchrist-Banks, & Tim Grothaus**



## Virginia Professional School Counseling Program Manual

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### About the Writing Team\*:

Carol J. Kaffenberger, Ph.D. is a counselor educator at George Mason University. Carol was a teacher and school counselor for 25 years. She is the co-author of *Making DATA Work* and was the VSCA President, 2004-2005.

Tammy Davis, Ed.D. is a counselor educator at Marymount University. Tammy was a school counselor and teacher for 12 years. Tammy was the 2007 ASCA Counselor Educator of the Year. She was VSCA President 2005-2006.

Sylinda Gilchrist-Banks, Ed.D. is a counselor educator at Norfolk State University. Sylinda was a teacher and school counselor for nine years, and was the School Counseling Specialist at the Virginia Department of Education from 2004-2006. Sylinda was the VSCA President, 2006-2007.

Tim Grothaus, Ph.D. is a counselor educator and coordinator of the school counseling program at Old Dominion University. Tim served as a school counselor and teacher for 15 years. He was the VSCA President 2007-2008.

\*The writing team contributed equally to the Manual. They are listed in chronological order by year/term of service as VSCA President.

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## I. Introduction

### Purpose

The purpose of the *Virginia Professional School Counseling Program Manual* is to provide school counselors with the tools needed to develop a comprehensive school counseling program in alignment with the American School Counselor Association National Model (ASCA, 2005a, Appendix A), *No Child Left Behind* (U.S. Department of Education, 2002), the Virginia Standards of Learning (Virginia Department of Education [VDOE], 2007) and the Standards for School Counseling Programs in Virginia Public Schools (Virginia Department of Education [VDOE], 2004) in order to enhance academic achievement, personal/social competency, and career development for all students.

### History & Rationale for Manual

This Manual was developed to address the professional development needs expressed by school counselors in a 2005 statewide research study conducted collaboratively by the Virginia School Counselor Association, The National Office of School Counselor Advocacy of the College Board, and the University of Maryland. The results suggested that school counselors report having awareness and knowledge of program accountability, but do not possess the skills to create and use results data. In addition to providing the strategies for counselors to develop and deliver data-driven programs, this manual will assist school counselors in aligning their program with the Standards of Quality (§ 22.1-253.13:1.) of *Virginia Code*, which states: “D. Local school boards shall also implement the following: ...13. A program of student services for grades kindergarten through 12 that shall be designed to aid students in their educational, social, and career development.” This Manual will also provide school counselors with direction in the implementation of the Standards for School Counseling Programs in Virginia Public Schools (VDOE, 2004).

### Using Data to Guide Strategic Planning for the Virginia School Counselor Association

When VSCA decided to collaborate with the National Office of School Counselor Advocacy of the College Board and the University of Maryland to determine the professional development needs of school counselors in the Commonwealth by conducting a statewide survey, the VSCA governing board used the data to drive future programs and services. The data identified several needs: (1) school counselors have the knowledge and awareness of data driven programs, but do not have the skills to take action; (2) school counselors have the knowledge and awareness of the ASCA National Model, but do not have the skills to implement programs using the model; (3) school counselors do not have the skills to collect, analyze, and use data results; and

(4) individual counseling was the primary intervention implemented to assist students, while small group counseling and career counseling occurred less frequently. The development of this manual is in response to the results of the research. In addition to this manual, regional workshops and summer academies are offered to provide training on the ASCA National Model, enhance program development, and develop accountability skills. VSCA will continue to provide relevant programs and services to enhance the professional development of school counselors.

### **What is a Professional School Counseling Program?**

- A professional school counseling program is comprehensive in scope, preventive in design, developmental in nature, and focuses on academic, career, and personal/social development.
- A professional school counseling program is designed to ensure that every student receives maximum benefits from the program.
- A professional school counseling program is an integral part of the educational program and it is implemented by a state-credentialed school counselor.
- A professional school counseling program is conducted in collaboration with teachers, administrators, parents/guardians, community members, and other support service professional in order to meet student needs.
- A professional school counseling program is data driven and engages in on-going evaluation to assess effectiveness.

[Adapted from ASCA *National Model*, (ASCA, 2005a)]

### **Professional School Counselor Role Statement**

VSCA endorses the Professional School Counselor Role Statement of the American School Counselor Association (ASCA, 2004b; see Introduction, Appendix B). Highlights of the statement follow.

*The professional school counselor is a licensed educator trained in school counseling with unique qualifications and skills to address all students' academic, personal/social and career development needs. The professional school counselor:*

- *Serves a vital role in maximizing student achievement, social and career development;*
- *Incorporates leadership, advocacy and collaboration in the educational setting;*
- *Promotes equity and access to opportunities and rigorous educational experiences for all students;*
- *Supports a safe learning environment and works to safeguard the human rights of all members of the school community;*
- *Collaborates with other stakeholders to promote student achievement; and*

- *Addresses the needs of all students through prevention and intervention programs that are a part of a comprehensive school counseling program.*

### **Alignment with National and State Movements**

This Manual is designed to align with the ASCA Model (2005a), *No Child Left Behind* (U.S. Department of Education, 2002), the Virginia Standards of Learning (VDOE, 2007) and the Standards for School Counseling Programs in Virginia Public Schools (VDOE, 2004). It is recommended to crosswalk and align counseling activities with these documents as much as possible. A crosswalking tool is available in Appendix G. For example, when conducting a classroom guidance lesson, you should be able to identify competencies from the Standards for School Counseling Programs in Virginia Public Schools, Virginia Standards of Learning, and the ASCA National Standards for School Counseling Programs (Campbell & Dahir, 1997). In addition, it would be beneficial to collaborate with faculty to implement a curriculum that integrates all the standards. Finally, if your lesson is an activity that focuses on reducing the achievement gap, it should align with NCLB objectives.

### **Legislative Language Related to School Counseling in Virginia**

In Virginia, there are two legislative documents that are generated by the Board of Education that dictate school personnel mandates and how educational programs should be delivered. The Standards of Quality [SOQs] indicate the “who and what” regulations that are to be followed for educating Virginia’s students (e.g., personnel, pupil-to-teacher ratio). The mandate pertaining to school counselors follows.

#### **Standards of Quality:**

##### **§Section 22.1-253.13:2. Standard 2. Instructional, administrative, and support personnel.**

*4. Guidance counselors in elementary schools, one hour per day per 100 students, one full-time at 500 students, one hour per day additional time per 100 students or major fraction thereof; guidance counselors in middle schools, one period per 80 students, one full-time at 400 students, one additional period per 80 students or major fraction thereof; guidance counselors in high schools, one period per 70 students, one full-time at 350 students, one additional period per 70 students or major fraction thereof.*

The second set of regulations is the Standards of Accreditation [SOAs] which provide information about “how” education programs are to be delivered in Virginia. The mandates pertaining to school counselors follow on the next page.



### **Standards of Accreditation:**

#### **§8VAC 20-131-240. Administrative and support staff; staffing requirements.**

*C. Each secondary school with 350 or more students and each middle school with 400 or more students shall employ at least one member of the guidance staff for 11 months. Guidance counseling shall be provided for students to ensure that a program of studies contributing to the student's academic achievement and meeting the graduation requirements specified in 8 VAC 20-131-50 is being followed.*

*D. The counseling program for elementary, middle, and secondary schools shall provide a minimum of 60% of the time for each member of the guidance staff to counseling of students.*

### **Implementation: How to use the Manual**

The manual is divided into six major sections. Each section includes Appendices with related resources. Most sections include:

- Program Audit: You should complete an Audit for each of the five components of your program to indicate your current status with each audit objective. The Audit may be done annually or more frequently, depending on the results of the Action Plan.
- Action Plan: Based on the Audit, you should identify 2-3 items that will serve as a focus for improving your school counseling program. Evaluation of the results will determine the need to modify or alter the action plan. When objectives are completed, the Action Plan will be revisited and the program audit will need to be updated.
- Strategies, Examples, and Resources: The forms, examples, and resources provided will help you implement your comprehensive school counseling program.

The Manual is intended to assist you in developing your school counseling program and allow you to focus on the areas of greatest need.

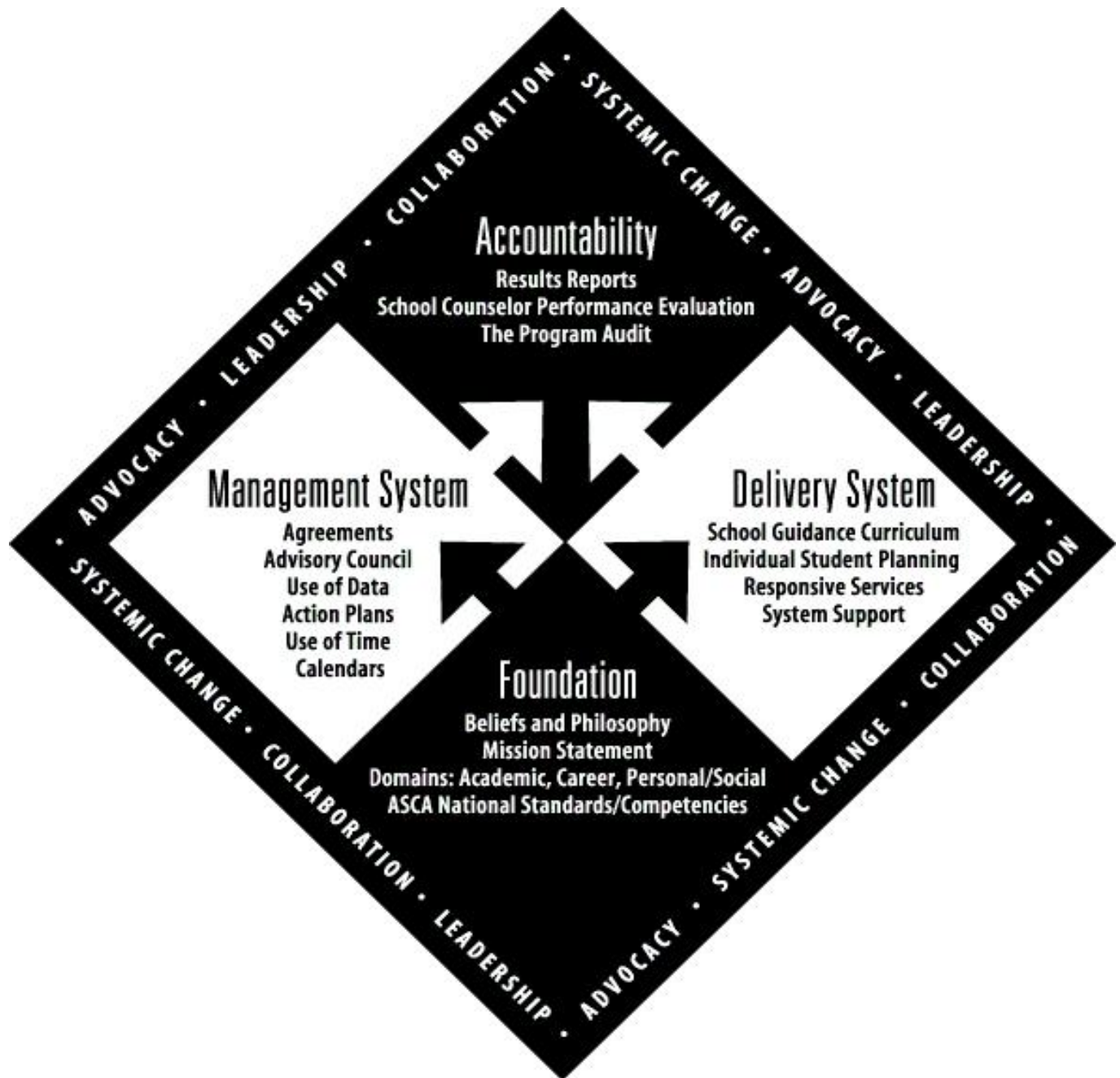
## **Introduction Appendices**

**Appendix A: The ASCA National Model Diagram**

**Appendix B: The Role of the Professional School Counselor**

## Appendix A

### ASCA National Model (ASCA, 2005a)



## **Appendix B:**

### **Role of the Professional School Counselor (ASCA, 2004b)**

The professional school counselor is a certified/licensed educator trained in school counseling with unique qualifications and skills to address all students' academic, personal/social and career development needs. Professional school counselors implement a comprehensive school counseling program that promotes and enhances student achievement. Professional school counselors are employed in elementary, middle/junior high and high schools and in district supervisory, counselor education and post-secondary settings. Their work is differentiated by attention to developmental stages of student growth, including the needs, tasks and student interests related to those stages.

Professional school counselors serve a vital role in maximizing student achievement. Incorporating leadership, advocacy and collaboration, professional school counselors promote equity and access to opportunities and rigorous educational experiences for all students. Professional school counselors support a safe learning environment and work to safeguard the human rights of all members of the school community. Collaborating with other stakeholders to promote student achievement, professional school counselors address the needs of all students through prevention and intervention programs that are a part of a comprehensive school counseling program. To achieve maximum program effectiveness, the American School Counselor Association recommends a counselor-to-student ratio of 1:250.

Professional school counselors have a master's degree or higher in school counseling or the substantial equivalent, meet the state certification/licensure standards and abide by the laws of the states in which they are employed. They uphold the ethical and professional standards of professional counseling associations and promote the development of the school counseling program based on the following areas of the ASCA National Model: foundation, delivery, management and accountability.

#### **Foundation**

Professional school counselors identify personal beliefs and philosophies as to how all students benefit from the school counseling program and act on these beliefs and philosophies to guide the development, implementation and evaluation of a comprehensive school counseling program. Professional school counselors create a mission statement supporting the school's mission and collaborate with other individuals and organizations to promote all students' academic, career and personal/social development.

#### **Delivery**

Professional school counselors provide services to students, parents, school staff and the community in the following areas:

- School Guidance Curriculum – This curriculum consists of structured lessons designed to help students achieve the desired competencies and to provide all students with the knowledge and skills appropriate for their developmental level. The school guidance curriculum is delivered throughout the school's overall curriculum and is systematically presented by professional school counselors in collaboration with other professional educators in K-12 classroom and group activities.
- Individual Student Planning – Professional school counselors coordinate ongoing systemic activities

designed to help students establish personal goals and develop future plans.

- **Responsive Services** – Responsive services are preventative and/or interventive activities meeting students' immediate and future needs. These needs can be necessitated by events and conditions in students' lives and may require any of the following: individual or group counseling, consultation with parents, teachers and other educators, referrals to other school support services or community resources, peer helping, [or] information

Professional school counselors develop confidential relationships with students to help them resolve or cope with problems and developmental concerns.

- **System Support** – System support consists of management activities establishing, maintaining and enhancing the total school counseling program. These activities include professional development, consultation, collaboration, program management and operations. Professional school counselors are committed to continual personal and professional development and are proactively involved in professional organizations promoting school counseling at the local, state and national levels.

### **Management**

Professional school counselors incorporate organizational processes and tools that are concrete, clearly delineated and reflective of the school's needs. Tools and processes include:

- Agreements developed with and approved by administrators at the beginning of the school year addressing how the school counseling program is organized and what goals will be accomplished
- Advisory councils made up of students, parents, teachers, counselors administrators and community members to review school counseling program results and to make recommendations
- Use of student data to affect systemic change within the school system so every student receives the benefit of the school counseling program
- Action plans for prevention and intervention services defining the desired student competencies and achievement results
- Allotment of 80 percent of the professional school counselor's time in direct service with students
- Use of master and weekly calendars to keep students, parents, teachers and administrators informed and to encourage active participation in the school counseling program

### **Accountability**

To demonstrate the effectiveness of the school counseling program in measurable terms, professional school counselors report on immediate, intermediate and long-range results showing how students are different as a result of the school counseling program. Professional school counselors use data to show the impact of the school counseling program on school improvement and student achievement.

Professional school counselors conduct school counseling program audits to guide future action and improve future results for all students. The performance of the professional school counselor is evaluated on basic standards of practice expected of professional school counselors implementing a school counseling program.

### **Summary**

Professional school counselors are certified/licensed professionals with a masters' degree or higher in school counseling or the substantial equivalent and are uniquely qualified to address the developmental needs of all students. Professional school counselors deliver a comprehensive school counseling program encouraging all students' academic, career and personal/social development and helping all students in maximizing student achievement.

## II. Foundation

**Definition:** The Foundation consists of the philosophy, mission, and standards of your comprehensive school counseling program. Your school counseling program should be built on the shared beliefs stated in the program philosophy, the school counseling program mission statement, the ASCA National Model (ASCA, 2005a) and the Standards for School Counseling Programs in Virginia Public Schools (VDOE, 2004, see Foundation, Appendix C).

### **Strategies:**

- Complete the Foundation Audit.
- Consider your beliefs and philosophy about students, education, and counseling and create your philosophy statement. This can provide clarity, goals, and a vision for your school counseling program. It may be helpful to put your beliefs in writing (see Foundation, Appendix D). If there is more than one counselor in your school, work collaboratively to gain consensus.
- Identify common elements that emerge as you share your beliefs and philosophy (e.g., meeting the needs of ALL students). These elements may be included in your mission statement.
- As you develop your school counseling program mission statement, make sure to:
  1. accurately explain the purpose of the school counseling program,
  2. integrate key concepts, such as addressing the academic, personal/social, and career development needs of students,
  3. utilize the school mission statement as a resource and align the school counseling program mission with the school mission, and
  4. keep the statement brief (no more than 3-4 sentences); it should be short enough to remember and repeat.
- Practice writing drafts that incorporate common ideas and elements (see Foundation, Appendix D).
- Refine and create a final document that can be shared with key stakeholders.
- Review the mission statement annually and revise as needed.

## Foundation Audit

(Adapted from the ASCA *National Model*, 2005a)

<b>CRITERIA</b>	<b>No</b>	<b>In Progress</b>	<b>Yes</b>	<b>Action Plan item?</b>
<b>1. Written statement of philosophy for the school counseling program:</b>				
<b>Addressing:</b>				
<b>a. Beliefs and values for all students</b>				
<b>b. Goals of the counseling program</b>				
<b>c. Role of the school counseling program in the educational process</b>				
<b>d. Use of data in program development and evaluation</b>				
<b>2. A written mission statement for your school counseling program</b>				
<b>Addressing:</b>				
<b>a. Creates one vision</b>				
<b>b. Student focused</b>				
<b>c. Long range goals for all students</b>				
<b>d. Aligned with the school's mission</b>				

**School Name:**  
**Year:**

## FOUNDATION ACTION PLAN

Audit Item #	Goal	Strategies to Achieve Goal	Resources Needed	Method of Evaluation	Completion Date

Progress Notes:



## **II. Foundation Appendices**

**Appendix C: Standards for School Counseling Programs in Virginia Public Schools**

**Appendix D: Philosophy and Mission Statement Examples**

## Appendix C

### STANDARDS FOR SCHOOL COUNSELING PROGRAMS IN VIRGINIA PUBLIC SCHOOLS (January 2004)

#### PREFACE

The Virginia Board of Education has implemented state Standards of Learning for students to ensure that all graduates of Virginia high schools have the knowledge and skills necessary to pursue higher education, compete in a technologically oriented workforce, and be informed citizens. Effective school counseling programs are staffed by licensed school counselors and designed to complement and support the state standards, ensuring that all students, in pre-K through grade 12, receive support in academic, career, and personal/social development. Professional school counselors collaborate with parents, teachers, administrators, and other school and community members to foster, promote, and improve student success and achievement in schools. The counselor's role is to provide the leadership necessary to manage the school-counseling program and ensure effective strategies to implement counseling standards.

At its September 2001 meeting, the Board of Education authorized the Department of Education to prepare revised Standards for School Counseling Programs in Virginia Public Schools. The department convened a writing team that included representation from the Board of Education, the Department of Education, and school counselors across the Commonwealth. State standards adopted in 1984 were used to provide the basis for this revision.

These standards are consistent with Board of Education regulations in that they are comprised of three domains: academic, career, and personal/social. Specifically, the Board regulations provide the following description of guidance and counseling services across these domains:

- a.) Academic counseling, which assists students and their parents to acquire knowledge of the curricula choices available to students, to plan a program of studies, to arrange and interpret academic testing, and to seek post-secondary academic opportunities;*
- b.) Career counseling, which helps students to acquire information and plan action about work, jobs, apprenticeships, and post-secondary educational, and career opportunities;*
- c.) Personal/social counseling, which assists students to develop an understanding of themselves, the rights and needs of others, how to resolve conflict and to define individual goals, reflecting their interests, abilities and aptitudes.*

A comprehensive school-counseling program is a shared and collaborative effort with other educators and parents that focuses on all aspects of student learning.

Although the *Standards for School Counseling Programs in Virginia Public Schools* are defined at certain grade levels, school counseling programs should reinforce previously acquired knowledge and skills as defined by these standards throughout the course of a student's subsequent educational experience.

Recognizing that there are multiple variables that affect a student's success throughout the school years, and that the school counseling program is one important variable that affects all areas of growth, a well-planned school-counseling program will provide a collaborative effort and will function as an integral and essential part of the school structure and organization.

The *Standards for School Counseling Programs in Virginia Public Schools* reflect the progression of student growth throughout the school experience and ensure that, at all grade levels, students continue to develop appropriate knowledge and skills. Desired student learning outcomes are identified; however, they are not intended to be all-inclusive. School counselors should develop programs that may extend beyond these standards to meet individual needs of students and foster academic success.

The standards are based on the premise that a student will acquire an understanding of the knowledge and skills that contribute to effective lifelong learning and offer a foundation for what a well-planned school-counseling program should address and deliver. The Academic Development component encourages the use of strategies and activities to help students succeed academically and to meet local, state, and national standards. The Career Development component helps students build a foundation for the acquisition of the knowledge and skills necessary to make a successful transition from school to the world of work and/or further training and education. The Personal/Social Development component supports personal and social growth and the development of civic responsibility as students successfully progress through the public schools.

## **ORGANIZATION**

The *Standards for School Counseling Programs in Virginia Public Schools* are organized by grade level under the following goals:

### **Academic Development**

Students will acquire the academic preparation essential to choose from a variety of educational, training, and employment options upon completion of secondary school.

### **Career Development**

Students will investigate the world of work in order to make informed career decisions.

### **Personal/Social Development**

Students will acquire an understanding of, and respect for, self and others, and the skills to be responsible citizens.

## **STANDARDS FOR SCHOOL COUNSELING PROGRAMS IN VIRGINIA PUBLIC SCHOOLS (2004)**

### **Academic Development**

**Goal:** Students will acquire the academic preparation essential to choose from a variety of educational, training, and employment options upon completion of secondary school.

#### **Grades K-3:**

##### **Students will:**

- EA1. Understand the expectations of the educational environment,
- EA2. Understand the importance of individual effort, hard work, and persistence,
- EA3. Understand the relationship of academic achievement to current and future success in school,
- EA4. Understand that mistakes are essential to the learning process,
- EA5. Demonstrate individual initiative and a positive interest in learning,
- EA6. Use appropriate communication skills to ask for help when needed,
- EA7. Work independently to achieve academic success,
- EA8. Work cooperatively in small and large groups towards a common goal, and
- EA9. Use study skills and test-taking strategies.

#### **Grades 4-5:**

##### **Students will:**

- EA10. Recognize personal strengths and weaknesses related to learning,
- EA11. Demonstrate time management and organizational skills,
- EA12. Apply study skills necessary for academic achievement,
- EA13. Use critical thinking skills and test-taking strategies, and
- EA14. Understand the choices, options, and requirements of the middle school environment.

#### **Grades 6-8:**

##### **Students will:**

- MA1. Understand the relationship of personal abilities, goals, skills, interests, and motivation to academic achievement,
- MA2. Understand the relationship of dependability, productivity, and initiative to academic success,

- MA3. Understand the importance of high school course and/or program selection in relation to future academic and career options,
- MA4. Understand high school graduation requirements,
- MA5. Understand individual assessment results in relation to educational progress,
- MA6. Demonstrate the skills needed to develop a high school educational plan based on ability, interest, and achievement, and
- MA7. Demonstrate responsibility for actions to ensure a successful transition from middle school to high school.

**Grades 9-12:**

**Students will:**

- HA1. Understand their academic status toward meeting the graduation requirements,
- HA2. Understand the variety of post-secondary options available to them and the requirements of those options including the relationship of academic status and scholastic record,
- HA3. Demonstrate the knowledge and skills necessary to ensure a successful transition from high school to post-secondary options, and
- HA4. Demonstrate the skills needed for independent learning.

**Career Development**

**Goal:** Students will investigate the world of work in order to make informed career decisions.

**Grades K-3:**

**Students will:**

- EC1. Understand the concepts of job and career,
- EC2. Understand that behaviors such as punctuality, courtesy, proper dress and proper language are essential to current and future success,
- EC3. Understand the relationship of individual effort, hard work and persistence to achievement,
- EC4. Understand the importance of teamwork in working towards a common goal,
- EC5. Demonstrate the decision making process, and
- EC6. Demonstrate goal setting.

**Grades 4-5:**

**Students will:**

- EC7. Recognize the benefits of both individual initiative and teamwork,
- EC8. Recognize that the changing workplace requires lifelong learning,

- EC9. Identify hobbies and interests, and
- EC10. Identify career choices through exploration.

**Grades 6-8:**

**Students will:**

- MC1. Identify the relationship of course content, educational achievement, and career choices,
- MC2. Identify personal preferences, skills, and interests that influence career choices and success,
- MC3. Understand the effect of career choices on quality of life,
- MC4. Understand that behaviors such as punctuality, courtesy, proper dress and language, and hard work are essential to success in the job market,
- MC5. Demonstrate understanding of the education and training needed to achieve career goals,
- MC6. Demonstrate employability skills such as individual initiative, teamwork, problem solving, organization, and communication,
- MC7. Use research skills to locate, evaluate, and interpret career and educational information, and
- MC8. Demonstrate awareness of educational, vocational, and technical training opportunities available in high school.

**Grades 9-12:**

**Students will:**

- HC1. Understand the value of ethical standards and behaviors in education and the workplace,
- HC2. Understand how changing economic and societal needs influence employment trends and future training,
- HC3. Understand how work and leisure interests can help to achieve personal success and satisfaction,
- HC4. Understand how the changing workplace requires lifelong learning, flexibility, and the acquisition of new employment skills,
- HC5. Understand that behaviors such as punctuality, courtesy, proper dress and language, and hard work are essential to success in the job market,
- HC6. Understand that self-employment is a career option and demonstrate knowledge of the variety of professional, technical and vocational skills necessary for self-employment,
- HC7. Demonstrate employability skills such as individual initiative, teamwork, problem solving, organization, and communication,
- HC8. Demonstrate skills involved in locating, using, and interpreting a variety of career and educational resources, including the Internet,

- HC9. Develop and utilize time and task management skills,
- HC10. Demonstrate knowledge of the current job market trends,  
and
- HC11. Apply decision making skills to career planning.

### **Personal/Social Development**

**Goal:** Students will acquire an understanding of, and respect for, self and others, and the skills to be responsible citizens.

#### **Grades K-3**

##### **Students will:**

- EP1. Exhibit the principles of character, including honesty, trustworthiness, respect for the rights and property of others, respect for rules and laws, taking responsibility for one's own actions, fairness, caring, and citizenship,
- EP2. Understand how to make and keep friends and work cooperatively with others,
- EP3. Understand that Americans are one people of many diverse racial and ethnic backgrounds and national origins who are united as Americans by common customs and traditions,
- EP4. Demonstrate good manners and respectful behavior towards others,
- EP5. Demonstrate self-discipline and self-reliance,
- EP6. Identify resource people in the school and community and understand how to seek their help, and
- EP7. Understand the importance of short- and long-term goals.

#### **Grades 4-5:**

##### **Students will:**

- EP8. Understand change as a part of growth,
- EP9. Understand decision making and problem solving strategies,
- EP10. Identify the emotional and physical dangers of substance use and abuse,
- EP11. Use strategies for managing peer pressure, and
- EP12. Use strategies for handling conflict in a peaceful way.

#### **Grades 6-8:**

##### **Students will:**

- MP1. Recognize the effect of peer pressure on decision making,
- MP2. Understand the consequences of decisions and choices,
- MP3. Understand the emotional and physical dangers of substance use and abuse,
- MP4. Use appropriate decision making and problem solving skills,

- MP5. Demonstrate appropriate skills for interactions with adults and developing and maintaining positive peer relationships,
- MP6. Use appropriate communication and conflict resolution skills with peers and adults, and
- MP7. Understand how character traits, interests, abilities, and achievement relate to attaining personal, educational, and career goals.

**Grades 9-12:**

**Students will:**

- HP1. Understand the relationship among, and importance of respecting rules, laws, safety, and the protection of individual rights,
- HP2. Understand when and how to utilize family, peer, school, and/or community resources,
- HP3. Use appropriate communication and conflict resolution skills with peers and adults, and
- HP4. Apply problem solving and decision making skills to make safe and healthy choices.



## Appendix D

### Philosophy & Mission Statement Examples

**The Philosophy Statement clearly states the shared beliefs and values that guide the development and implementation of your school counseling program.**

#### **Sample Philosophy Statement**

The professional school counselor(s) serving \_\_\_\_\_ school believe(s):

- All students can achieve and deserve equitable access to resources and a rigorous curriculum to maximize their post-school options
- All students' dignity and culture (including: race, ethnicity, gender, abilities/disabilities, sexual orientation, spirituality/religion, home language, socio-economic status) is respected and valued
- All students will have access to a comprehensive, developmental school counseling program run by masters level, state certified professional school counselors
- The school counselor(s) will proactively act as advocates for all students, including collaborating with stakeholders for needed systemic change
- The school counselor(s) will lead a collaborative effort to design, implement, assess, and continuously improve the comprehensive data driven school counseling program
- The school counselor(s) will collaborate with families, stakeholders, and community resources to assist student development
- The school counselor(s) will abide by ASCA's professional school counseling ethics (ASCA, 2004a)
- The school counselor(s) will engage in professional development including regular supervision and activities to enhance cultural competency.

[Adapted from *ASCA National Model* (ASCA, 2005a)]

**The Mission Statement serves as the rationale for school counseling services and provides the vision for what is desired for all students.**

#### **Bull Run Middle School Counseling Mission Statement**

(used with permission from Bull Run Middle School, Prince William County Schools)

The mission of the Bull Run Middle school counseling program aligns with the school vision which is: to support students as *lifelong learners so they can achieve their full potential*. School counselors, as professional school advocates, will provide a comprehensive, developmental counseling program to address the academic, career and personal/social needs of all students. In unison with the students, staff, parents, and community members, the school counselor will facilitate a *positive, supportive and culturally sensitive program that will ensure a school community that is a safe, healthy and nurturing environment for all*.

### III. Delivery System

**Definition:** The Delivery System is the vehicle for providing school counseling services to students and stakeholders. This system includes the *school guidance curriculum, individual student planning, responsive services, and system support*.

**School Counseling Curriculum** – *the instructional program that facilitates the systematic delivery of guidance lessons or activities*

**Individual Student Planning** – *activities designed to help individual students establish personal goals and develop future school plans*

**Responsive Services** – *activities that meet students' immediate needs/concerns*

**System Support** – *programs that establish, maintain, enhance, and support the school counseling program*

(For examples of each delivery system component, see Delivery System, Appendix E)

#### **Strategies:**

- Complete the Delivery System Audit and identify areas to be addressed in the Delivery System Action Plan.
- List all the programs you implement in a Calendar Year (see Delivery System, Appendix F)
- Crosswalk the programs listed with the Virginia Standards to determine alignment and program needs (see Delivery System, Appendix G)
- Develop your curriculum with counseling domains (academic, personal/social, career) in mind. For an example, go to <http://missouricareereducation.org/curr/cmd/guidanceplacementG/lessons/index.php>
- Collect data on counseling programs to determine the effectiveness of program delivery (see Section V: Accountability).
- Use results to make decisions about programming and delivery of counseling services and share results of program delivery with key stakeholders (see Section V: Accountability).
- Provide small group counseling (see Delivery System, Appendix H) and career development counseling services (see Delivery System, Appendix I) to meet student needs.

## DELIVERY SYSTEM AUDIT

(Adapted from the ASCA National Model, 2005a)

<b>CRITERIA</b>	<b>No</b>	<b>In Progress</b>	<b>Yes</b>	<b>Action Plan item?</b>
<b>1. A school counseling curriculum for academic, personal/social and career domains has been developed that has been:</b>				
<b>a. aligned with the standards;</b>				
<b>b. adopted for the school.</b>				
<b>2. Individual student planning services:</b>				
<b>a. help students make appropriate education plans;</b>				
<b>b. address closing-the-gap issues of at-risk populations;</b>				
<b>c. provide prevention education to address the developmental needs of students.</b>				
<b>d. are evaluated through data collection and analysis.</b>				
<b>3. Responsive Services are provided in the academic, personal/social, and career domains.</b>				
<b>a. Individual counseling</b>				
<b>b. Group counseling</b>				
<b>c. Crisis counseling</b>				
<b>d. Consultation/Collaboration</b>				
<b>e. Coordination</b>				
<b>f. Crisis intervention plan is developed and school counselor role identified.</b>				
<b>g. Responsive services are evaluated by data collection and analysis.</b>				
<b>4. Materials, equipment, and facilities are available to support program delivery.</b>				

**School Name:**  
**Year:**

## **DELIVERY SYSTEM ACTION PLAN**

<b>Audit Item #</b>	<b>Goal</b>	<b>Strategies to Achieve Goal</b>	<b>Resources Needed</b>	<b>Method of Evaluation</b>	<b>Completion Date</b>

Progress Notes:

### **III. Delivery System Appendices**

**Appendix E: Delivery System Components (Examples)**

**Appendix F: Activity Sheet (Calendar Year)**

**Appendix G: Virginia School Counseling Crosswalk Tool**

**Appendix H: Group Counseling Guidelines**

**Appendix I: Selected Resources for Career Development**

## Appendix E

### DELIVERY SYSTEM COMPONENTS (Definitions and Examples)

COMPONENT/DEFINITION	SAMPLES/EXAMPLES
<b>School Counseling Curriculum</b> – <i>the instructional program that facilitates the systematic delivery of guidance lessons or activities.</i>	<ul style="list-style-type: none"> <li>• Classroom instruction (classroom guidance lessons)</li> <li>• Interdisciplinary curriculum development (school counseling curriculum that integrates with academic subject matter)</li> <li>• Group activities (planned small groups outside the classroom)</li> <li>• Parent/guardian workshops and instruction (information sessions that address the needs of the school community)</li> </ul>
<b>Individual Student Planning</b> – <i>activities designed to help individual students establish personal goals and develop future school plans.</i>	<ul style="list-style-type: none"> <li>• Individual or small group appraisal (analysis and evaluation of students' abilities, interests, skills, and achievement)</li> <li>• Individual or small group advisement (advising students in planning personal education and occupational goals)</li> </ul>
<b>Responsive Services</b> – <i>activities that meet students' immediate needs and concerns.</i>	<ul style="list-style-type: none"> <li>• Consultation (with parents/guardians, teachers, other educators, community agencies)</li> <li>• Individual and small group counseling (work with students expressing difficulty dealing with relationships, personal concerns, or normal developmental tasks).</li> <li>• Crisis counseling (prevention, intervention and follow-up counseling for students in crisis)</li> <li>• Referral (crises beyond the scope of training for school counselors will be referred to appropriate community and mental health resources)</li> <li>• Peer facilitation (student peer mediation and conflict resolution programs)</li> </ul>
<b>System Support</b> – <i>programs that establish, maintain, enhance, and support the school counseling program.</i>	<ul style="list-style-type: none"> <li>• Professional development (in-service training, professional association membership, supervision by another school counselor)</li> <li>• Consultation, collaboration, teaming (partnering with staff, parents/guardians, and community relations, community outreach, advisory councils)</li> <li>• Program management and operations (includes activities such as budget/facilities management and analysis of student achievement data that aids in the development of counseling programs to address student needs)</li> </ul>

## Appendix F

### Delivery System – Activity Sheet (Calendar Year)

School \_\_\_\_\_

Domain \_\_\_\_\_

Classroom Guidance Lessons	Large Group Lessons/ Sessions	Parent/Guardian Workshops/ Activities	Small Group/Individual Sessions	Special Projects (i.e Career Day)	Other Activities

## Appendix G: Counseling Crosswalk Tool

<b>Academic Domain</b>		
<b>Goal: Students will acquire the academic preparation essential to choose from a variety of educational, training, and employment options upon completion of secondary school</b>		
<b>Grade</b>	<b>Standards</b>	<b>Program/activity/lesson/workshop</b>
K-3	EA1 – Understand the expectations of the educational environment	
K-3	EA2 – Understand the importance of individual effort, hard work, and persistence	
K-3	EA3 – Understand the relationship of academic achievement to current and future success in school	
K-3	EA4 – Understand that mistakes are essential to the learning process	
K-3	EA5 – Demonstrate individual initiative and a positive interest in learning	
K-3	EA6 – Use appropriate communication skills to ask for help when needed	
K-3	EA7 – Work independently to achieve academic success	
K-3	EA8 – Work cooperatively in small and large groups towards a common goal	
K-3	EA9 – Use study skills and test taking strategies	
4-5	EA10 – Recognize personal strengths and weaknesses related to learning	
4-5	EA11 – Demonstrate time management and organizational skills	
4-5	EA12 – Apply study skills necessary for academic achievement	
4-5	EA13 – Use critical thinking skills and test-taking strategies	
4-5	EA14 – Understand the choices, options, and requirements of the middle school environment	



<b>Career Domain</b>		
<b>Goal: Students will investigate the world of work in order to make informed career decisions</b>		
<b>Grade</b>	<b>Standards</b>	<b>Program/activity/lesson/workshop</b>
K-3	EC1 - Understand the concepts of job and career	
K-3	EC2 – Understand that behaviors such as punctuality, courtesy, proper dress and proper language are essential to current and future successes	
K-3	EC3 – Understand the relationship of individual effort, hard work and persistence to achievement	
K-3	EC4 – Understand the importance of teamwork in working towards a common goal	
K-3	EC5 – Demonstrate the decision-making process	
K-3	EC6 – Demonstrate goal setting	
4-5	EC7 – Recognize the benefits of both individual initiative and teamwork	
4-5	EC8 – Recognize that the changing workplace requires lifelong learning	
4-5	EC9 – Identify hobbies and interests	
4-5	EC10 – Identify career choices through exploration	

<b>Personal/Social Domains</b>		
<b>Goal: Students will acquire an understanding of, and respect for, self and others, and the skills to be responsible citizens.</b>		
<b>Grade</b>	<b>Standards</b>	<b>Program/activity/lesson/workshop</b>
K-3	EP1 – Exhibit the principles of character, including honesty, trustworthiness, respect for the rights and property of others, respect for rules and laws, taking responsibility for one's own actions, fairness, caring and citizenship	
K-3	EP2 – Understand how to make and keep friends and work cooperatively with others	
K-3	EP3 – Understand that Americans are one people of many diverse racial and ethnic backgrounds and national origins who are united as Americans by common customs and traditions	
K-3	EP4 – Demonstrate good manners and respectful behavior towards others	
K-3	EP5 – Demonstrate self-discipline and self-reliance	
K-3	EP6 – Identify resource people in the school and community and understand how to seek their help	
K-3	EP7 – Understand the importance of short and long terms goals	
4-5	EP8 – Understand change as part of growth	
4-5	EP9 – Understand decision-making and problem-solving strategies	
4-5	EP10 – Identify the emotional and physical dangers of substance use and abuse	
4-5	EP11 – Use strategies for managing peer pressure	
4-5	EP12 – Use strategies for handling conflict in a peaceful way	

<b>Academic Domain</b>		
<b>Goal: Students will acquire the academic preparation essential to choose from a variety of educational, training, and employment options upon completion of secondary school</b>		
<b>Grade</b>	<b>Standards</b>	<b>Program/activity/lesson/workshop</b>
6-8	MA1 – Understand the relationship of personal abilities, goals, skills, interests, and motivation to academic achievement	
6-8	MA2 – Understand the relationship of dependability, productivity, and initiative to academic success	
6-8	MA3 – Understand the importance of high school course and/or program selection in relation to future academic and career options	
6-8	MA4 – Understand high school graduation requirements	
6-8	MA5 – Understand individual assessment results in relation to educational progress	
6-8	MA6 – Demonstrate the skills needed to develop a high school educational plan based on ability, interest and achievement	
6-8	MA7 – Demonstrate responsibility for actions to ensure a successful transition from middle school to high school	

<b>Career Domain</b>		
<b>Goal: Students will investigate the world of work in order to make informed career decisions</b>		
<b>Grade</b>	<b>Standards</b>	<b>Program/activity/lesson/workshop</b>
6-8	MC1- Identify the relationship of course content, educational achievement, and career choices	
6-8	MC2 – Identify personal preferences, skills, and interests that influence career choices and successes	
6-8	MC3 – Understand the effect of career choices on quality of life	
6-8	MC4 – Understand that behaviors such as punctuality, courtesy, proper dress and language, and hard work are essential to success in the job market	
6-8	MC5 – Demonstrate understanding of the education and training needed to achieve career goals	
6-8	MC6 – Demonstrate employability skills such as individual initiative, teamwork, problem solving, organization, and communication	
6-8	MC7 – Use research skills to locate, evaluate, and interpret career and educational information	
6-8	MC8 – Demonstrate awareness of educational, vocational, and technical training opportunities available in high school	

<b>Personal/Social Domains</b>		
<b>Goal: Students will acquire an understanding of, and respect for, self and others, and the skills to be responsible citizens.</b>		
<b>Grade</b>	<b>Standards</b>	<b>Program/activity/lesson/workshop</b>
6-8	MP1- Recognize the effect of peer pressure on decision-making	
6-8	MP2 – Understand the consequences of decisions and choices	
6-8	MP3 – Understand the emotional and physical dangers of substance use and abuse	
6-8	MP4 – Use appropriate decision-making and problem solving skills	
6-8	MP5 – Demonstrate appropriate skills for interactions with adults and developing and maintaining positive peer relationships	
6-8	MP6 – Use appropriate communication and conflict resolution skills with peers and adults	
6-8	MP7 – Understand how character traits, interests, abilities, and achievement relate to attaining personal, educational, and career goals	

<b>Academic Domain</b>		
<b>Goal: Students will acquire the academic preparation essential to choose from a variety of educational, training, and employment options upon completion of secondary school</b>		
<b>Grade</b>	<b>Standards</b>	<b>Program/activity/lesson/workshop</b>
9-12	HA1 – Understand their academic status toward meeting the graduation requirements	
9-12	HA2 – Understand the variety of post-secondary options available to them and the requirements of those options including the relationship of academic status and scholastic record	
9-12	HA3 – Demonstrate the knowledge and skills necessary to ensure a successful transition from high school to post-secondary options	
9-12	HA4 – Demonstrate the skills needed for independent learning	

<b>Career Domain</b>		
<b>Goal: Students will investigate the world of work in order to make informed career decisions</b>		
<b>Grade</b>	<b>Standards</b>	<b>Program/activity/lesson/workshop</b>
9-12	HC1 – Understand the value of ethical standards and behaviors in education and the workplace	
9-12	HC2 – Understand how changing economic and societal needs influence employment trends and future training	
9-12	HC3 – Understand how work and leisure interests can help to achieve personal success and satisfaction	
9-12	HC4 – Understand how the changing workplace requires lifelong learning, flexibility, and the acquisition of new employment skills	
9-12	HC5 – Understand that behaviors such as punctuality, courtesy, proper dress and language, and hard work are essential to success in the job market	
9-12	HC6 – Understand that self-employment is a career option and demonstrate knowledge of the variety of professional, technical and vocational skills necessary for self-employment	
9-12	HC7 – Demonstrate employability skills such as individual initiative, teamwork, problem solving, organization and communication	
9-12	HC8 – Demonstrate skills involved in locating, using, and interpreting a variety of career and educational resources, including the Internet	
9-12	HC9 – Develop and utilize time and task management skills	
9-12	HC10 – Demonstrate knowledge of the current job market trends	
9-12	HC11 – Apply decision-making skills to career planning.	

<b>Personal/Social Domains</b>		
<b>Goal: Students will acquire an understanding of, and respect for, self and others, and the skills to be responsible citizens.</b>		
<b>Grade</b>	<b>Standards</b>	<b>Program/activity/lesson/workshop</b>
9-12	HP – Understand the relationship among, and importance of respecting rules, laws, safety, and the protection of individual rights.	
9-12	HP2 – Understand when and how to utilize family, peer, school and/or community resources	
9-12	HP3 – Use appropriate communication and conflict resolution skills with peers and adults	
9-12	HP4 – Apply problem-solving and decision-making skills to make safe and healthy choices	



## **Appendix H**

### **Group Counseling Guidelines**

#### **Small Group Counseling**

Small group counseling is one of the most powerful tools that counselors can use to assist students to make needed changes. Small group counseling permits students to receive help, to give help to others, to practice new interpersonal and decision-making skills and to realize that others experience feelings and concerns similar to their own. The number of group sessions held will vary according to the purpose of the group. However, sessions do not normally exceed a period of six to eight weeks. The size of the group as well as the amount of time spent in each session varies depending upon age and needs of students.

The counselor will notify parents of the purpose of counseling groups and permission must be obtained for student participation.

*(Adapted from Small Group Counseling Guidelines, Roanoke County Schools)*

#### **Making Time for Group Counseling in your School Counseling Program**

There has been a trend to reduce small group counseling services due to demands of the academic program and lack of counselor time to conduct programs. The 2005 VSCA/NOSCA research survey indicated that small group counseling is not being conducted consistently in our schools. Small group work is critical to student development. The following tips will help you continue or reinstate small group counseling as a part of your counseling delivery system:

- (1) Complete a needs assessment with students and stakeholders at the beginning of the school year. What are the areas of interest for groups? What skills/issues would be appropriate group topics to meet student needs?
- (2) Solicit referrals from teachers as well as inquiring about time(s) that teachers would let students be released from classes. Are there certain parts of the class that are instructional and should not be interrupted? Is there a time when students might be able to participate in groups without interfering with essential content or learning activities?
- (3) Consider holding groups at times that do not interfere with instruction. Lunch, before school, or after school might be options for providing group counseling. Also, alternating the periods or blocks so that students do not consistently miss the same class would be a good strategy to help students not get behind in any one academic area.
- (4) When possible, co-lead group counseling sessions with another counselor or trained professional. It is helpful to have more than one group leader in the event that one person cannot attend the group session. It is also beneficial to have more than one

group leader so that the implementation of the group is not overwhelming to one person.

- (5) Pre- and Post-test group participants to demonstrate effectiveness of group counseling services. When data supports the efficacy of group counseling, share the results with stakeholders to increase their support of small group counseling.

While small group counseling requires planning and organization, it is a necessary component of a comprehensive school counseling program. It should be a priority for your program as group work has been shown to be an effective way to deliver school counseling services.

## Appendix I

### Selected Resources for Career Development

#### **Associations**

National Career Development Association (NCDA)

<http://www.ncda.org/>

From the home page, use the hot links to explore *Career Convergence* (NCDA web magazine), “Resources” and “Interest Areas” (K-12 Counselors

Virginia Career Development Association (VCDA)

<http://www.vcdaweb.org/>

#### **Online Resources**

Center for School Counseling Outcome Research

<http://www.umass.edu/schoolcounseling/>

Glumbert: Shift Happens

<http://www.glumbert.com/media/shift>

Kuder

<http://www.kuder.com/>

O\*Net

<http://online.onetcenter.org/>

Virginia Career Connect

<http://www.careerconnect.state.va.us/>

Virginia Career VIEW

<http://www.vaview.vt.edu/>

From the home page, use the following instructions to find career development resources that are referenced to the Virginia Standards for School Counseling Programs (2004):

#### **Elementary Resources**

- In middle of page, place mouse over *Educators*
- Click on *Grades K-5*
- Along right side of page click on *Publication Downloads*
- Click on *Career Town Resources*

### Middle School Resources

- In middle of page, place mouse over *Educators*
- Click on *Grades 6-8*
- Along right side of page click on *Publication Downloads*
- Click on *Kuder SOL Connections Resources*

### High School Resources

- In middle of page, place mouse over *Educators*
- Click on *Grades 9-12*
- Along right side of page click on *Publication Downloads*
- Click on *Kuder SOL Connections Resources*

### Selected Readings

Brott, P.E. (2005). A constructivist look at life roles. *Career Development Quarterly*, 54, 138-149.

Carey, J.C., & Martin, I. (2007, September). *What are the implications of possible selves research for school counseling practice?* (Research Brief 5.2). Amherst, MA: Center for School Counseling Outcome Research.

Friedman, T.L. (2007). *The world is flat: A brief history of the twenty-first century*. New York: Farrar, Straus & Giroux.

Markus, H., & Nurius, P. (1986). Possible selves. *American Psychologist*, 41, 954-969.

Mitchell, L.K., Levin, A.S., & Krumboltz, J.D. (1999). Planned happenstance: Constructing unexpected career opportunities. *Journal of Counseling and Development*, 77, 115-124.

Savickas, M.L. (2002). Career construction: A developmental theory of vocational behavior. In D. Brown & Associates (Eds.), *Career choice and development* (4<sup>th</sup> ed., pp. 149-205). San Francisco: Jossey-Bass.

Strauss, W., & Howe, N. (1992). *Generations: The history of America's future, 1984 to 2069*. New York: HarperCollins.

## IV. Management System

**Definition:** The management system coordinates and organizes the activities and responsibilities associated with implementing your school counseling program. After examining your school's data, consulting with stakeholders, and determining needs, plans to meet those needs are created and responsibilities and timelines are established.

**Strategies:**

- Complete the Management System Audit to determine areas of program strengths and program needs. For clarification, see Management System, Appendix J.
- Prioritize needs and develop an action plan for areas to be addressed.
- Use guidelines for developing a management agreement (see Management System, Appendix J)
- Implement or enhance an effective advisory council (see Management System, Appendix M)
- Develop, distribute and utilize program calendars (see Management System, Appendix N)
- Advocate for a school counselor evaluation process using forms/tools specifically designed for school counselors (see Management System, Appendix O). These should in alignment with a current and appropriate job description for each school counselor position
- Strategize for your program to divest non-counseling duties (see Management System, Appendix P)

## Management System Audit

(Adapted from the ASCA National Model, 2005a)

<b>CRITERIA</b>	<b>No</b>	<b>In Progress</b>	<b>Yes</b>	<b>Action Plan item?</b>
<b>1. A written agreement between school counselor(s) and supervising administrator(s) is established.</b>				
a. The agreement takes into account data indicating school needs.				
b. Counseling program goals and accountability for results are included.				
c. Counselor responsibilities are listed.				
d. The suggested distribution of counselor time is indicated.				
e. Professional development opportunities for counselors (e.g. conferences, clinical supervision) are indicated with targeted areas for enhanced professional development listed.				
f. A schedule of meetings between counselor(s) and supervising administrator(s) is agreed upon; also, time for meetings with stakeholders and collaborative colleagues is allotted.				
g. Support services and resources provided (e.g., clerical assistance, registrars, tech assistance) are stated.				
<b>2. An advisory council is operationalized.</b>				
a. Advisory council has membership representative of the school/community demographics and the various school stakeholders .				
b. The advisory council meets at least twice a year to review the school counseling program audit, goals, and program results and to make recommendations.				

<b>c. The advisory council advocates for the school counseling program and communicates with the community.</b>				
<b>3. A master calendar, for the purposes of the planning and promotion of the school counseling program, is developed and distributed to stakeholders.</b>				
<b>a. Annual, monthly, and weekly calendars are created listing the program and goals, activities, grade levels, and dates of delivery.</b>				
<b>b. Calendars are disseminated to stakeholders and used as an educational and public relations tool.</b>				
<b>4. The school counseling program and counselors are evaluated using appropriate tools.</b>				
<b>a. The school counseling program is evaluated based on agreed upon goals, accountability benchmarks, and service delivery.</b>				
<b>b. School counselors are evaluated using standards aligned with the management of the school counseling program as well as agreed upon responsibilities and roles.</b>				
<b>c. Results will inform improvement plans.</b>				

**School Name:**  
**Year:**

### **MANAGEMENT SYSTEM ACTION PLAN**

<b>Audit Item #</b>	<b>Goal</b>	<b>Strategies to Achieve Goal</b>	<b>Resources Needed</b>	<b>Method of Evaluation</b>	<b>Completion Date</b>

**Progress Notes:**



## **IV: Management System Appendices**

**Appendix J: Management Agreement Guidelines, Suggested Agreement Outline, and Sample Management Agreement**

**Appendix K: Tips for Improving School Counselor-Principal Collaboration**

**Appendix L: School Counselor and Administrator Weekly Meeting Agenda**

**Appendix M: Building an Effective School Counseling Advisory Council**

**Appendix N: Suggestions for development and use of calendars;  
Sample calendars aligned with the ASCA Model (2005a)**

**Appendix O: Guidelines for School Counselor Performance Evaluation and  
Sample School Counselor Performance Evaluation**

**Appendix P: Divesting the School Counseling Program of Non-Counseling Activities**

## Appendix J

### Management Agreement Guidelines

- a. Collaborate with your supervising administrator to develop an annual written agreement. Review aggregated and disaggregated achievement and achievement related data (e.g., attendance, course enrollment, discipline referrals, promotion/retention rates, school climate). Determine where the gaps between goals and present student or school performance exist.
- b. In the agreement, spell out the program goals that were determined in response to the documented needs. The goals will help in prioritizing the student and/or faculty/stakeholder skills and competencies to be addressed. Counselor(s)' accountability for achievement of program goals should be determined and listed.
- c. Counselor responsibilities are listed. This should incorporate implementing services to address the program goals and priorities. After sufficiently addressing top priorities, other program services need to be listed with the responsible counselor(s) indicated. If applicable, determination of caseload assignment and domain/area of specialization should be delineated.
- d. Based on priority goals, responsibilities, and caseload numbers, an approximate determination of how the counselor's time will be spent should be listed. Use the following to guide the determination of time distribution: ASCA's recommendation of 80% of a counselor's time being spent in direct service, Virginia law requiring that at least 60% of a school counselor's time is devoted to counseling of students, ASCA's suggested distribution of school counselor time (ASCA National Model, 2005a, p. 55). Time percentages should be reflected in the weekly/monthly/annual calendar listing of services.
- e. The agreement should spell out the professional development opportunities that will be available to the school counselors. The professional literature encourages the use of clinical supervision (see Core Competencies, Section VI), as well as attendance at workshops and conferences. Targeted areas for development should be agreed upon and identified (e.g., technology, supervisory skills, multicultural and advocacy skills).
- f. A regular schedule of meetings with the supervising administrator should be listed (weekly meetings are recommended) (Appendix L: School Counselor and Administrator Weekly Meeting Agenda). In addition, time for meetings with stakeholders, school counseling advisory council, and collaborative colleagues (e.g., faculty, school psychologists, school social workers) should be allotted.
- g. Responsibilities of support personnel should be agreed upon and delineated. The budget for resources and materials should be spelled out.

## **Sample Management Agreement Outline**

### ***I. Identification Data***

- Counselor(s) and School Name, School Year, Date of Agreement

### ***II. Program Goals and Accountability Benchmarks***

- Prioritized program goals (based on disaggregated data and identified needs)
- Student and/or faculty/stakeholder skills and competencies to be addressed, including multicultural awareness and skills
- Measures or targets of goal achievement (accountability)

### ***III. Counselor(s) Responsibilities***

- Listing of services needed to address priority goals and enhance targeted competencies and skills - counselor(s) responsible for each is designated
- Additional services listed (e.g., newsletter or website, parent/caretaker workshops), with designation of counselor(s) responsible
- If necessary, division of caseload and area or domain of specialization is listed as well as the operational parameters for centers (e.g., career, college)

### ***IV. Counselor(s) Time Distribution***

- Designation of an approximate determination of how the counselor's time will be spent based on priority goals, responsibilities assigned, and caseload numbers
- Time distribution needs to be in compliance with Virginia law (60% of time in direct counseling services).

### ***V. Professional Development Opportunities/Expectations***

- Agreed upon areas for development should be identified (e.g., technology, supervisory skills, multicultural and/or advocacy skills)
- Venues of development should be specified (e.g., supervision, state or regional conference(s), online or campus based continuing education classes)
- Level of school and/or district support should be designated (e.g., financial, release time, recertification credits)

### ***VI. Collaboration with Supervisors, Colleagues, and Stakeholders***

- Regular schedule of meetings with the supervising administrator(s) should be listed
- Meetings with collaborative professional colleagues (e.g., faculty teams, counseling colleagues, school psychologists, school social workers), school counseling advisory council, and stakeholder groups should be noted

### ***VII. Resources and Budget***

- Responsibilities and supervision of support personnel should be agreed upon.
- Budget totals for resources and materials are listed.

### ***VIII. Counselor(s) and Supervising Administrator(s) Signatures***

## SAMPLE

### Bristow Run Elementary School Counselor-Administrator Agreement

School year: \_\_\_\_\_ Counselor: \_\_\_\_\_ Date: \_\_\_\_\_

#### Program Delivery

The school counselor will spend approximately the following percent of time in each component area:

\_\_\_\_\_ % for guidance curriculum      \_\_\_\_\_ % for system support

\_\_\_\_\_ % for responsive services      \_\_\_\_\_ % for individual student planning

Classroom lessons will follow the Prince William County Guidance Curriculum (K-5) in the academic, career, and personal/ social domains.

Programs and services for staff will include: \_\_\_\_\_

Programs and services for parents will include: \_\_\_\_\_

Programs and services for the community will include: \_\_\_\_\_

#### Professional Development

The administrator will provide opportunity for the counselor to participate in the following professional activities:

\_\_\_\_ Monthly counselor meetings (county level)

\_\_\_\_ Annual VSCA Conference

\_\_\_\_ Annual ASCA Conference

\_\_\_\_ Other: \_\_\_\_\_

#### Professional Collaboration

\_\_\_\_ Weekly meeting with Administration (to be scheduled for \_\_\_\_\_ (day/time)

\_\_\_\_ Monthly meeting with grade levels      # \_\_\_\_\_ Guidance Committee Meetings

We will monitor this agreement during the school year by \_\_\_\_\_

Signatures: \_\_\_\_\_ Counselor

\_\_\_\_\_ Administrator

**\*Used with permission**

## Appendix K

### Tips for Improving School Counselor-Principal Collaboration

“Research has shown that the support of school principals for counselors’ roles is essential to the development, application, and maintenance of counseling programs, as well as to the success of these professionals and their programs” (Zalaquett, 2005, p. 451). For those of us in the field, this statement is probably a confirmation of our lived experience. As professionals, we are trained in the art and science of inviting positive change in people and systems. While we strive to fulfill our profession’s call to be collaborators, we’re also championing our roles as leaders, advocates, and systemic change agents. Here is a “top ten” list of tips for enhancing the collaboration between you and your key ally, the principal.

1. **Build a positive relationship.** “Counselors are not powerless to influence the principal’s perception of school counseling; on the contrary, establishing a positive relationship with the principal is the most powerful tool at the counselor’s disposal” (Dollarhide, Smith, & Lemberger, 2007, p. 367). As a professional school counselor, it’s hard to imagine that anyone in the building would have better training for building positive relationships. Put these skills to use!
2. **Speak their language; establish your effectiveness with data.** It’s not sufficient to have a positive relationship. It’s vital that you demonstrate your program’s value to the school by showing how the program enhances students’ achievement. It’s difficult not to appreciate someone who helps you achieve your goals.
3. **Consistently communicate.** Advocate for regularly scheduled (weekly) meetings to keep them informed, assist in problem solving, work toward mutual goals, etc.
4. **Show empathy and respect for their role.** Communicate your awareness of the difficulty of their duties in an empathic fashion.
5. **Educate.** Share: your successes, the benefits of a comprehensive program for all the stakeholders, the ways the school counseling program helps the school fulfill its mission, appropriate school counselor roles and duties that allow you to successfully implement this beneficial program, duties that hinder your ability to do the aforementioned - with suggestions for implementing changes.
6. **When presenting a problem, share solution(s).** Principals can be inundated with problems, often presented as complaints or blaming. Establish your reputation as a problem solver- a success maker, not a dream breaker. Anticipate difficulties and present proactive solutions.

7. **Make it easy for them to help you.** The more work it is for them to assist you, the less likely it is to happen.
8. **Support your opinions with facts/data.** Illustrate that you've done your homework and that your position is based on established needs or data. Show your familiarity with what's considered best practice concerning the topic at hand.
9. **Establish shared goals for the school counseling program.** Invite discussion about their desires or goals for the school counseling program for the coming month/year and shape your program to ensure that these goals are targeted. It's likely to enhance their "buy in" to the program when their goals are integrated into your program implementation.
10. **Make the principal aware of your program needs.** Advocate for what you need to be effective: an equitable amount of fair share or "duties as assigned" (making sure that they don't place you in inappropriate roles); appropriate and consistent supervision- both administrative **and** clinical; evaluation instruments for both you and the school counseling program that accurately assess your position and program achievements.

While we make no claims that these tips are all inclusive, guaranteed, or easily implemented, we do believe that they will serve you well as you seek to strengthen your collaborative relationship with a vital school counseling program stakeholder - your principal.

*-Article contributed by Tim Grothaus & Karen Crum*

## **Appendix L**

### **Sample School Counselor and Administrator Weekly Meeting Agenda**

The following School Counselor and Administrator Weekly Meeting Agenda is offered to help structure regular meetings.

**Date:** \_\_\_\_\_

- I. Individual Student Concerns** (academic, personal/social)
- II. Classroom / Staff / School Climate Issues**
- III. Review of the Calendar** (plans for school-wide activities, events, parent/guardian workshops, faculty meeting agenda suggestions, in-service ideas or scheduling, professional development, etc.)
- IV. Parent/Guardian Issues**
- V. Advisory Council and/or Community Collaboration or Issues**
- VI. Discussion of Data- Aggregated & Disaggregated** (test scores, guidance unit summaries, surveys, attendance, discipline, etc.)
- VII. Professional Development/Training Needs**
- VIII. Budget Items**
- IX. Miscellaneous**

## Appendix M

### Building an Effective School Counseling Advisory Council

“An advisory council is a representative group of persons appointed to both advise and assist the school counseling program...to help build an excellent school counseling program” (ASCA, 2005a, p.47).

- The **purpose** of the council is to:
  1. provide advisement concerning program development and annual goals;
  2. review progress toward program goals through examination of data and the program audit;
  3. support the program via advocacy and assisting in accessing funding sources; and
  4. provide a two-way communication link between the school counseling program and school and community stakeholders
- **Council membership** selection is important. Members should be representative of the community demographics and the various school stakeholders (e.g., students, teachers – including special education personnel, parent/guardians, school administrator(s), school resource officer, school psychologist and/or school social worker, school board member, and community representatives (agency, business, and/or community leaders). The ASCA model (ASCA, 2005a) recommends having between eight and twenty members serving one to three year terms.
- **Meeting at least twice a year** is recommended. Have a set agenda and goals to be accomplished for each meeting.
  1. Early in the school year, the program goals and objectives can be presented and discussed, the school counseling program annual calendar can be distributed, and the roles and expectations for council members can be reviewed and clarified.
  2. Later in the year, program results can be examined and suggestions for program improvement can be discussed.



## **Advisory Council Sample Agenda**

### Opening

- Introductions

- Review of the agenda

### Purpose and Goal Setting

### Recognized ASCA Model Program (RAMP) Process

- Review Components of ASCA RAMP application and process such as Mission & Philosophy

### Present/Review Goals and Components of the School Counseling Program

### Examine School Counseling Program Data

### Plan School-wide Events or Programs (e.g., mentoring program, after-school programs, Parent Night)

### Review Staffing and Resource Needs

### Discuss Advocacy Role for Advisory Council

### Questions and Concerns

### Closing

- Goal setting for next meetings

- Assignment of tasks

## **Appendix N**

### **Suggestions for Development and Use of Calendars**

#### **Annual Calendar**

- “The yearly calendar is a way for school counselors to identify the school counseling program priorities and their commitment to them” (ASCA, 2005a, p. 58).
- The school counseling program annual calendar should be aligned with the school building calendar.
- The calendar should reflect the goals and priorities outlined in the school counseling program mission statement and the school counselor management agreement.
- List relevant activities and information for students, families, and other stakeholders.
- “A well-developed calendar that is complete, timely, and colorful can be a powerful public relations booster... An effective calendar invites others to acknowledge and participate in the school counseling program activities” (ASCA, 2005a, p.57).
- Distribute it widely (e.g., mailings, e-mail, local newspaper) and display it prominently (e.g., website, bulletin boards, community centers).

#### **Monthly and/or Weekly Calendars**

- The weekly and/or monthly calendar should reflect the predetermined distribution of counselor time and responsibilities agreed upon in your management agreement (see Appendix J).
- If you’ve agreed that 40% of your time will be spent directing and delivering the guidance curriculum, 40% of the time listed on your calendar each week/month should list this activity (grade level, teacher, and topic would be helpful). One way to insure this is to calculate the number of time slots per week (e.g. 7 periods a day, 35 “slots” per week). On your calendar, 40% of the 35 slots (= 14) would be “filled” with guidance curriculum activities (Gysbers & Henderson, 2006).
- A well thought out and widely disseminated weekly or monthly calendar can serve to inform and educate stakeholders while promoting and advocating the importance of the school counseling program for student, school, and stakeholder success. It can assist school counselors in documenting their services and divesting the non-counseling activities (see Appendix P).

### **School Counseling Program Sample Calendar**

#### **August**

##### *Foundation Activities*

- Introduce ourselves to students and faculty and explain role.
- Participate on school Foundations and Shared Decision Making teams.

##### *Management Activities*

- Meet with administrator to establish management agreement including goals for year.
- Create school counseling program calendar and goals for program year.
- Create and distribute weekly and monthly school counseling program calendars (ongoing, weekly or monthly)
- Begin participating in Supervision with trained school counselor/supervisor (ongoing, weekly).
- Send newsletter to parents/guardians (ongoing, monthly).
- Attend Leadership Team meetings (ongoing, monthly).

##### *Delivery System Activities*

- Provide individual counseling to students as needed for behavioral/academic/personal/social issues (ongoing, daily).
- Consult and collaborate with teachers and administrators on identified needs.
- Begin individual student planning to identify academic, career, and behavioral goals.
- Collaborate with community resources to coordinate services for students/families.
- Identify at-risk students by reviewing data from assessments and cumulative record.
- Provide parents/guardians with referrals to outside agencies to meet medical/academic/basic needs (ongoing as needed).
- Provide information to parents/guardians re: after-school programs.
- Attend monthly grant meetings and professional development trainings (ongoing).

##### *Accountability Activities*

- Conduct needs assessment with students, parents/guardians, and school personnel.
- Set goals for gathering data; align goals with mission statement.
- Collect data and assist in developing school-wide expectations for student behavior and present expectations to faculty and staff.
- Develop the questions to be addressed and measured through counseling services.

#### **September**

##### *Foundation Activities*

- Revise school counseling program mission statement; share with administrators, district.

##### *Management Activities*

- Hold first Advisory Council meeting.
- Work on RAMP application.
- Send newsletter to parents/guardians (ongoing, monthly).

##### *Delivery System Activities*

- Plan and provide counseling groups on identified topics (ongoing, weekly)
- Conduct meetings and reward students for improved attendance (ongoing, monthly).
- Begin Student Success Skills classroom guidance curriculum (ongoing, weekly).
- Introduce yourself to classrooms and begin regular guidance lessons (ongoing).
- Meet with grade level teams to get feedback on student academic, career, behavioral/emotional, and physical needs (ongoing, monthly).

<p><b>Accountability Activities</b></p> <ul style="list-style-type: none"> <li>Analyze Benchmark testing data results to determine student needs.</li> <li>Identify focus of data collection.</li> </ul>
<p><b>October</b></p> <p><b>Management Activities</b></p> <ul style="list-style-type: none"> <li>Review and revise school counseling program calendar.</li> <li>Disaggregate discipline referral data (identify who, what, when, and where).</li> <li>Share discipline referral data with faculty and administrators and develop an action plan.</li> </ul> <p><b>Delivery System Activities</b></p> <ul style="list-style-type: none"> <li>Train peer tutors and begin program implementation (ongoing, daily).</li> </ul> <p><b>Accountability Activities</b></p> <ul style="list-style-type: none"> <li>Assist teachers with initiating and implementing Progress Monitoring Plans (PMP).</li> </ul>
<p><b>November</b></p> <p><b>Management Activities</b></p> <ul style="list-style-type: none"> <li>Hold second Advisory Council meeting.</li> </ul> <p><b>Delivery System Activities</b></p> <ul style="list-style-type: none"> <li>Assist in selecting students who qualify as candidates for participation in after school “Strengthening Families” program funding by community grant.</li> <li>Conclude Student Success Skills classroom units.</li> </ul>
<p><b>December</b></p> <p><b>Management Activities</b></p> <ul style="list-style-type: none"> <li>Work on RAMP application.</li> </ul> <p><b>Delivery System Activities</b></p> <ul style="list-style-type: none"> <li>Begin Student Success Skills small group (ongoing, weekly).</li> <li>Facilitate Holiday Toy Drive and distribute to families in need.</li> </ul> <p><b>Accountability Activities</b></p> <ul style="list-style-type: none"> <li>Train faculty to use program to collect and analyze data on student performance.</li> </ul>
<p><b>January</b></p> <p><b>Management Activities</b></p> <ul style="list-style-type: none"> <li>Participate in Success meetings with administration and teachers (quarterly meeting).</li> <li>Review/revise school counseling program calendar.</li> <li>Submit RAMP application.</li> </ul> <p><b>Delivery System Activities</b></p> <ul style="list-style-type: none"> <li>Begin Test Anxiety/Test Taking Skills classroom guidance lessons (ongoing, weekly).</li> <li>Present test taking strategies to faculty to be implemented in classrooms.</li> <li>Present test taking strategies to parents/guardians on Parent Night.</li> <li>Identify students eligible for supplemental educational services.</li> <li>Hold parent/guardian information session on supplemental educational services.</li> </ul> <p><b>Accountability Activities</b></p> <ul style="list-style-type: none"> <li>Analyze Benchmark data results to determine student needs.</li> <li>Disaggregate and review assessments for identification of gifted students.</li> </ul>
<p><b>February</b></p> <p><b>Delivery System Activities</b></p> <ul style="list-style-type: none"> <li>Help organize SOL pep rally.</li> </ul>

<ul style="list-style-type: none"> <li>Analyze data from small group counseling sessions conducted.</li> <li>Collect ideas from faculty/staff and students and organize Career Fair.</li> </ul> <p><b>Accountability Activities</b></p> <ul style="list-style-type: none"> <li>Disaggregate discipline referrals data (identify who, what, when, where) and revise plan.</li> </ul>
<p><b>March</b></p> <p><b>Delivery System Activities</b></p> <ul style="list-style-type: none"> <li>Begin planning for transitions (incoming students and rising students) – orientations and school visits.</li> <li>Gather and review list of at-risk students with administrator/faculty at the end of the marking period.</li> </ul> <p><b>Accountability Activities</b></p> <ul style="list-style-type: none"> <li>Collect post-test data on identified counseling program question.</li> </ul>
<p><b>April</b></p> <p><b>Management Activities</b></p> <ul style="list-style-type: none"> <li>Receive results of RAMP application and share information with administrator and advisory council.</li> </ul> <p><b>Delivery System Activities</b></p> <ul style="list-style-type: none"> <li>Continue small group counseling, individual counseling and classroom guidance.</li> </ul> <p><b>Accountability Activities</b></p> <ul style="list-style-type: none"> <li>Collect data on groups and classroom guidance effectiveness.</li> <li>Meet with administration and teacher teams concerning goals/calendar for next year.</li> <li>Begin planning for next year.</li> </ul>
<p><b>May</b></p> <p><b>Management Activities</b></p> <ul style="list-style-type: none"> <li>Hold last Advisory Council meeting.</li> <li>Review/Revise school counseling program goals, management agreement, and calendar for the next year.</li> </ul> <p><b>Delivery System Activities</b></p> <ul style="list-style-type: none"> <li>Hold final SOL pep rally.</li> <li>Support school-wide testing (SOL) as needed.</li> </ul> <p><b>Accountability Activities</b></p> <ul style="list-style-type: none"> <li>Disaggregate data from school counselor program evaluations and prepare data reports to be shared with stakeholders.</li> </ul>
<p><b>June – Conduct Program Audits in all areas &amp; complete Action Plans for upcoming year</b></p> <p><b>Management Activities</b></p> <ul style="list-style-type: none"> <li>Meet with administrators and teachers concerning retention/promotion decisions.</li> <li>Review and interpret standardized testing results; meet with leadership team; help teachers and parents understand results.</li> <li>Meet with administrators to review yearly goals and counselor evaluation.</li> </ul> <p><b>Delivery System Activities</b></p> <ul style="list-style-type: none"> <li>Inform parents/guardians about summer activities and opportunities.</li> </ul> <p><b>Accountability Activities</b></p> <ul style="list-style-type: none"> <li>Meet with administrators to share results of school counseling programs; disseminate to other stakeholders.</li> </ul>

**Sample School Counselor Weekly Calendar**

	Monday	Tuesday	Wednesday	Thursday	Friday
8:00 a.m.	Check-in with students on plans/goals	Check-in with students on plans/goals	Check-in with students on plans/goals	Check-in with students on plans/goals	Check-in with students on plans/goals
8:30 a.m.	Meet with Administrator	Planning, phone calls	Planning, phone calls	Planning, phone calls	Planning, phone calls
9:00 a.m.		Consultation	Consultation	Group Counseling	Group Counseling
9:30 a.m.	Guidance – 5 <sup>th</sup> grade	Guidance – 5 <sup>th</sup> grade	Guidance – 5 <sup>th</sup> grade		
10:00 a.m.					
10:30 a.m.	Guidance – 3 <sup>rd</sup> Grade	Guidance – 3 <sup>rd</sup> Grade	Guidance – 3 <sup>rd</sup> Grade	Group Counseling	Group Counseling
11:00 a.m.					
11:30 a.m.	Individual Counseling	Group Counseling	Group Counseling	Group Counseling	Group Counseling
12:00 noon					
12:30 p.m.	Lunch	Lunch	Lunch	Lunch	Lunch
1:00 p.m.	Individual Counseling	Individual Counseling	Individual Counseling	Individual Counseling	Individual Counseling
1:30 p.m.					
2:00 p.m.	Study Skills Group	Guidance – 6 <sup>th</sup> grade	Guidance – 6 <sup>th</sup> grade	Mentoring Program Training	Guidance – 6 <sup>th</sup> grade
2:30 p.m.					
3:00 p.m.	Dismissal Activities	Dismissal Activities	Dismissal Activities	Dismissal Activities	Dismissal Activities
3:30 p.m.	Meet with Teacher Team	Meet with Teacher Team	Supervision		
4:00 p.m.	Parent/Guardian Conference	Parent Conference	Supervision		

## Appendix O

### Guidelines for School Counselor Performance Evaluation

- The school counseling **program** is evaluated based on agreed upon goals, accountability benchmarks, and service delivery (see Section V).

#### **School Counselor Performance Evaluation**

- A key purpose of school counselor performance evaluation is to enhance the impact that the school counselor and the school counseling program has on the students and other stakeholders.
- Gysbers & Henderson (2006) recommend three components of school counselor performance evaluation: self-evaluation, administrative evaluation, and assessment of goal attainment.
- “Evaluators of school counselors’ performance should be trained to understand school counselors’ jobs and professional roles and in appropriate methods for gathering data to support evaluation” (Gysbers & Henderson, 2006, p. 325).
- Annual evaluation should use forms and tools specifically designed for school counselor performance evaluation. If appropriate forms and tools are not being used, it is important for the school counselors and their supporters (e.g., the school counseling advisory council) engage in education and advocacy efforts to implement appropriate, fair, and effective evaluation.
- The thirteen school counselor performance standards in the National Model provide a sound framework for designing a school counselor evaluation (ASCA, 2005a). Adding to these thirteen, we would endorse Gysbers & Henderson’s (2006) recommendation to evaluate school counselor multicultural competence (see Section VI).
- The school counselor performance appraisal that follows is suggested as a template for evaluating school counselors. If you are an ASCA member, you may access other samples/examples of performance evaluations at [http://www.schoolcounselor.org/resources\\_list.asp?c=85&i=16](http://www.schoolcounselor.org/resources_list.asp?c=85&i=16).

# School Counselor Performance Appraisal

Based on the [American School Counselor Association National Model™](#)  
Used by permission.

School Counselor Name \_\_\_\_\_ Today's Date: \_\_\_\_\_

Evaluator Name: \_\_\_\_\_ Position: \_\_\_\_\_

***Directions:***

- For each of the performance standards, rate the counselor using the following scale:

0	1	2	3
<i>Unsatisfactory</i>	<i>Basic</i>	<i>Proficient</i>	<i>Distinguished</i>

- Also, include any relevant comments for each of the thirteen standards and for the school counselor's overall performance.

Description	Rating
<b>Standard 1: The professional school counselor plans, organizes and delivers the school counseling program.</b>	
1.1 A program is designed to meet the needs of the school.	
1.2 The professional school counselor demonstrates interpersonal relationships with students.	
1.3 The professional school counselor demonstrates positive interpersonal relationships with educational staff.	
1.4 The professional school counselor demonstrates positive interpersonal relationships with parents or guardians.	
<b>Comments:</b>	
<b>Standard 2: The professional school counselor implements the school guidance curriculum through the use of effective instructional skills and careful planning of structured group sessions for all students.</b>	
2.1 The professional school counselor teaches school guidance units effectively.	



Description	Rating
2.2 The professional school counselor develops materials and instructional strategies to meet student needs and school goals.	
2.3 The professional school counselor encourages staff involvement to ensure the effective implementation of the school guidance curriculum.	
<b>Comments:</b>          	
<b>Standard 3: The professional school counselor implements the individual planning component by guiding individuals and groups of students and their parents or guardians through the development of educational and career plans.</b>	
3.1 The professional school counselor, in collaboration with parents or guardians, helps students establish goals and develop and use planning skills.	
3.2 The professional school counselor demonstrates accurate and appropriate interpretation of assessment data and the presentation of relevant, unbiased information.	
<b>Comments:</b>          	
<b>Standard 4: The professional school counselor provides responsive services through the effective use of individual and small-group counseling, consultation and referral skills.</b>	
4.1 The professional school counselor counsels individual students and small groups of students with identified needs and concerns.	
4.2 The professional school counselor consults effectively with parents or guardians, teachers, administrators and other relevant individuals.	
4.3 The professional school counselor implements an effective referral process with administrators, teachers and other school personnel.	
<b>Comments:</b>          	

Description	Rating
<b>Standard 5: The professional school counselor provides system support through effective school counseling program management and support for other educational programs.</b>	
5.1 The professional school counselor provides a comprehensive and balanced school counseling program in collaboration with school staff.	
5.2 The professional school counselor provides support for other school programs.	
<b>Comments:</b>	
<b>Standard 6: The professional school counselor discusses the counseling department management system and the program action plans with the school administrator.</b>	
6.1 The professional school counselor discusses the qualities of the school counselor management system with the other members of the counseling staff and has agreement.	
6.2 The professional school counselor discusses the program results anticipated when implementing the action plans for the school year.	
<b>Comments:</b>	
<b>Standard 7: The professional school counselor is responsible for establishing and convening an advisory council for the school counseling program.</b>	
7.1 The professional school counselor meets with the advisory committee.	
7.2 The professional school counselor reviews the school counseling program audit with the council.	
7.3 The professional school counselor records meeting information.	
<b>Comments:</b>	
<b>Standard 8: The professional school counselor collects and analyzes data to guide program direction and emphasis.</b>	

Description	Rating
8.1 The professional school counselor uses school data to make decisions regarding student choice of classes and special programs.	
8.2 The professional school counselor uses data from the counseling program to make decisions regarding program revisions.	
8.3 The professional school counselor analyzes data to ensure every student has equity and access to a rigorous academic curriculum.	
8.4 The professional school counselor understands and uses data to establish goals and activities to close the gap.	
<b>Comments:</b>	
<b>Standard 9: The professional school counselor monitors the students on a regular basis as they progress in school.</b>	
9.1 The professional school counselor is accountable for monitoring every student's progress.	
9.2 The professional school counselor implements monitoring systems appropriate to the individual school.	
9.3 The professional school counselors develops appropriate interventions for students as needed and monitors their progress.	
<b>Comments:</b>	
<b>Standard 10: The professional school counselor uses time and calendars to implement an efficient program.</b>	
10.1 The professional school counselor uses a master calendar to plan activities throughout the year.	
10.2 The professional school counselor distributes the master calendar to parents or guardians, staff and students.	
10.3 The professional school counselor posts a weekly or monthly calendar.	
10.4 The professional school counselor analyzes time spent providing direct service to students.	

Description	Rating
<b>Comments:</b>	
<b>Standard 11: The professional school counselor develops a results evaluation for the program.</b>	
11.1 The professional school counselor measures results attained from school guidance curriculum and closing the gap activities.	
11.2 The professional school counselor works with members of the counseling team and with the principal to clarify how programs are evaluated and how results are shared.	
11.3 The professional school counselor knows how to collect process, perception and results data.	
<b>Comments:</b>	
<b>Standard 12: The professional school counselor conducts a yearly program audit.</b>	
12.1 The professional school counselor completes a program audit to determine the degrees to which the school counseling program is being implemented.	
12.2 The professional school counselor shares the results of the program audit with the advisory council.	
12.3 The professional school counselor uses the yearly audit to make changes in the school counseling program and calendar for the following year.	
<b>Comments:</b>	
<b>Standard 13: The professional school counselor is a student advocate, leader, collaborator and a systems change agent.</b>	
13.1 The professional school counselor promotes academic success of every student.	
13.2 The professional school counselor promotes equity and access for every student.	
13.3 The professional school counselor takes a leadership role within the counseling department, the school setting and the community.	
13.4 The professional school counselor understands reform issues and works to close the achievement gap.	

Description	Rating
13.5 The professional school counselor collaborates with teachers, parents and the community to promote academic success of students.	
13.6 The professional school counselor builds effective teams by encouraging collaboration among all school staff.	
13.7 The professional school counselor uses data to recommend systemic change in policy and procedures that limit or inhibit academic achievement.	
<b>TOTAL SCORE</b>	0
<b>AVERAGE SCORE</b>	0%

**Overall Performance Comments by Evaluator:**

**Comments by School Counselor:**

## Signatures

School Counselor	Date	Evaluator	Date
------------------	------	-----------	------

Source: ASCA Resource Center, 2008

## Appendix P

### Divesting the School Counseling Program of Non-Counseling Activities

<b><i>School Counseling Program Activities</i></b>	<b><i>Non-School Counseling Program Activities</i></b>
<ul style="list-style-type: none"> <li>• Student academic program planning</li> <li>• Interpreting cognitive, aptitude, and achievement test results</li> <li>• Counseling students who are tardy or absent</li> <li>• Counseling students who have disciplinary problems</li> <li>• Counseling students as to appropriate school dress</li> <li>• Collaborating with teachers to deliver guidance curriculum</li> <li>• Analyzing grade point averages in relationship to achievement</li> <li>• Interpreting student records</li> <li>• Consulting with teachers about classroom management</li> <li>• Assisting the principal with identifying and resolving students issues, needs, and problems</li> <li>• Providing small and large group counseling services</li> <li>• Advocating for students at individual education plan meetings, student study teams, and school attendance review boards</li> <li>• Disaggregating data analysis</li> </ul>	<ul style="list-style-type: none"> <li>• Registration and scheduling of all new students</li> <li>• Test coordination and administration</li> <li>• Signing excuse notes for student tardies or absences</li> <li>• Performing disciplinary action</li> <li>• Sending students home who are not appropriately dressed</li> <li>• Teaching classes when teachers are absent</li> <li>• Computing grade-point averages</li> <li>• Maintaining student records</li> <li>• Supervising study halls</li> <li>• Clerical record keeping</li> <li>• Assisting with duties in the principal's office</li> <li>• Work with one student at a time in a therapeutic, clinical mode</li> <li>• Preparation of individual education plans, chairing child study teams, and school attendance review boards</li> <li>• Data entry</li> </ul>

- Adapted from Campbell & Dahir, 1997 (as cited in ASCA, 2005a).

## **Divesting the School Counseling Program of Non-Counseling Activities**

(Adapted from Gysbers & Henderson, 2006).

### **I. Build on the Management Agreement**

- Divestment efforts can flow from your new management agreement and clarified job description. These can give you “mandates” for the changes needed to implement the program priorities, fulfill your job description, and to accomplish the agreed upon goals.

### **II. Chart the discrepancies between the current program and what’s desired**

- Determine which activities/roles/responsibilities that are part of the current school counseling program do not align with the agreed upon vision for the desired school counseling program.
- Gysbers and Henderson (2006, p. 249) divide the non-counseling tasks into four categories. This can help you organize your efforts and clarify the logical successors for particular duties.
  1. Supervisory - (e.g., cafeteria, hall, bus duties)
  2. Instructional - e.g., substitute teaching, tutoring)
  3. Clerical - (e.g., mailing reports, tracking attendance)
  4. Administrative - (e.g., coordinating testing, development of the master schedule, 504 committee chair, being an administrative designee or subbing when the principal is out of the building)

### **III. Do a time on task study for baseline data**

- For a designated period of time, track how your time is spent in categories, such as counseling, consultation, and non-counseling duties.
- This assists in organizing your divestment priorities, providing data for promoting needed changes, and for post change measurements, if needed.

### **IV. Get the school counseling program “house” in order**

- Seek school counselor solidarity: It is important to have agreement about needed changes among the school counselors in the building
- Obtain support and assistance from the district supervisor of school counselors and/or school counselors who are further along with the divestment process.
- Ask tough questions: Are you overinvolved in non-counseling tasks by choice? Do you use time efficiently? Do you struggle to prioritize time? School counselor time usage should mirror program priorities and be clearly spelled out on program calendars.

- Enhance coordination of program components. Otherwise programs can resemble “untended gardens” (Gysbers & Henderson, 2006, p. 261).
- Determine if individual tasks really need to be done or if they can be done more efficiently.
- Use technology when possible for more efficient use of time .

#### **V. Promote the benefits of divestment for students and stakeholders**

- Give significant focus to the valuable services gained with increased counselor time for appropriate duties. Project positive student results due to reprioritized counselor time distribution based on current successful efforts and the professional literature.
- Prominently publicize gains accrued once the transition is implemented.
- Document how the gains are aligned with significant school goals (e.g., increasing achievement or achievement-related data, reducing the achievement and access gap).

#### **VI. Collaborate in doing the transition planning and promotion**

- In addition to working with decision makers and supporters of the divestment, include those affected by the changes. Make plans for training and successful transfer of tasks as a part of the overall scheme. It’s important that the first few pieces of divestment are successful to build support and confidence in the plan.

#### **VII. Examine the task/personnel fit**

- Take a creative approach to increasing the efficiency of task implementation.
- Determine who has the knowledge and skills to do the activity.
- Decide where the activity logically fits. For example:
  1. “Building the master schedule reflects the educational philosophy and priorities of the school, and it is the principal’s responsibility. The graduate school program in which master schedule building is taught is educational administration, not counselor education” (Gysbers & Henderson, 2006, p. 254).
  2. If a teacher advisory system is implemented, each advisor can be responsible for monitoring a significantly smaller number of students for progress toward meeting academic goals, graduation requirements, etc.
  3. Primarily clerical tasks would best be handled by clerical staff.

#### **VIII. Be patient, persistent, and persuasive**

- Recognize the difficulties of changing systems, even if it promotes stated system priorities (i.e., enhances your school’s accomplishment of its mission and goals). Don’t underestimate the tenacity of a system’s desire to hug homeostasis.



## V. Accountability

**Definition:** The accountability component provides a plan to evaluate school counseling programs in measurable ways. This section will enable Virginia professional school counselors to collect and use data that supports school counseling programs and connects counseling services to students' academic success. "School counselors and the school counseling program must answer the question, *How are students different as a result of the school counseling program?*" (ASCA, 2005a, p. 59).

Accountability and data collection strategies have three purposes: (1) to monitor student progress and close the achievement gap; (2) to assess and evaluate programs; (3) to demonstrate school counselor program effectiveness

### **Strategies:**

- Conduct the Accountability Audit. It will provide specific feedback about the strengths and weaknesses of the program and accountability procedures that are currently in place, and will identify a starting place.
- Ask yourself the following:
  1. Are you currently collecting data to monitor student achievement, evaluate programs, or demonstrate school counselor program effectiveness?
  2. Do you conduct pre- and post-tests of guidance units, groups, and workshops?
  3. Do you use data-driven decision making to make program decisions?
  4. Do you share results with stakeholders?
- Once you have conducted your accountability audit there are a variety of frameworks to help you get started using data. The pages that follow provide strategies for three specific frameworks :
  1. *Making DATA Work*. (Kaffenberger & Young, 2007b) is a four-step process that will introduce school counselors to the power of data to eliminate barriers to student success.
  2. S.O.A.R.I.N.G. (Gilchrist, 2004). SOARING is a 7-step process that provides an excellent way to get started implementing a comprehensive school counseling program, linking data to SOLs and school priorities.
  3. *Get a GRIP!* (Brott, 2005, 2006) is a one-page report based on an accountability framework using GRIP as a mnemonic for Goal, Results, Impact statements, and Program implications.
- For instructions on creating charts, see pages 87-89

## Accountability Audit

(Adapted from the ASCA National Model, 2005a)

<b>CRITERIA</b>	<b>No</b>	<b>In Progress</b>	<b>Yes</b>	<b>Action plan item?</b>
<b>1. Data collected:</b>				
a. process data (# of students' sessions)				
b. perception data (pre/post competency attainment)				
c. results data (how students are different over time).				
d. Written results reports are shared with key stakeholders.				
e. Results data are used to evaluate and improve school counseling programs.				
<b>2. Program Audit:</b>				
a. The school counseling program is audited annually				
b. The audit is used to develop improvement plan for program				
<b>3. Systematic evaluation of the delivery system components (i.e., classroom guidance, small group counseling) is conducted.</b>				
a. Results of evaluation drives decision-making about the counseling program.				
b. Results of evaluation are communicated to stakeholders.				
<b>4. Data are disaggregated to determine the needs of students.</b>				
a. The data guides development of the closing-the-gap activities.				
b. The data influences the content of the school counseling curriculum.				
c. The data directs school counselor advocacy efforts.				
d. Students' educational progress and achievement of academic, career, and personal/social competencies are monitored.				
<b>5. Action plans are completed using data as an assessment of program/service efficacy.</b>				

**School Name:**  
**Year:**

## **ACCOUNTABILITY ACTION PLAN**

<b>Audit Item #</b>	<b>Goal</b>	<b>Strategies to Achieve Goal</b>	<b>Resources Needed</b>	<b>Method of Evaluation</b>	<b>Completion Date</b>

Progress Notes:

## **Making Data Work (Kaffenberger & Young, 2007b)**

Reprinted with permission from *Making Data Work*, published by the  
American School Counselor Association

The following four-step process is offered to guide your data collection process. By responding to each of these questions sequentially you will operationalize the process of using data.

### **DESIGN**

The first step is to **DESIGN** your evaluation by determining what it is you need to know in order to help students, or improve programs, or address educational issues at your school.

#### **What is your question?**

- What is to be evaluated and why?
- What do you want to know?
- What do you want to understand better?
- Does your question align with the school's mission statement?

### **ASK**

The next step is to **ASK** how you will answer the question. What information will you need to collect or find in order to address your question? You may need to create a questionnaire, or run a focus group, or interview individuals. (See Appendix N)

#### **How will you answer your question?**

- What information or data will be needed to answer the question?
- Does the data or information already exist?
- What procedures will you follow?
- Do data collection instruments need to be created?
- What are the steps you need to consider before collecting data?
- What is your timeline for planning, data collection, making sense of the data and sharing it?

### **TRACK**

The next step is to **TRACK**; to decide how to organize the data in order to make sense of it and to decide what procedures will help you understand the data. (See Appendix N)

#### **How will you make sense of the data?**

- What can you learn from the data?
- How will you collate or disaggregate the data to make it useful?
- How can you organize the data so that you can answer your questions and others can understand it?
- How will you present your data? Would charts be useful?

## ANNOUNCE

The final step is to decide how you will **ANNOUNCE** your findings and share them with stakeholders. The use of charts and a simple one-page format is suggested as a powerful way to engage stakeholder interest in the results of the data and the implications. (See the following pages for an example of the Data Report Form and a sample report as well as the SOARING and GRIP Results Report Form templates and a sample SOARING and sample GRIP report).

### How will you use your findings?

- So what do these results mean?
- What are the recommendations?
- How will you use your findings?
- How will you present your findings and recommendations?
- With whom will you share them?
- What are the implications?

## Directions for Using DATA Report Form

The DATA Report Form can be used to share results with stakeholders. The report form provides a brief review of the purpose of the data-gathering project, the methods used to examine or collect data, the findings or results, and the implications or recommendations that can be made based on the findings. More information can be provided to the stakeholders but the DATA Report Form provides an overview. Complete the four-step DATA Report form.

**DESIGN.** Briefly state the purpose of the data-gathering project and the question that is being investigated.

**ASK.** Provide a brief description of the procedures. Who provided the data and how was the data gathered? List the questions (or some of the questions) from any questionnaire that was created.

**TRACK.** Provide the findings or results. Use charts and descriptive statements to summarize the findings. Copy charts from EXCEL data (see pp. 89-91 for instructions on creating EXCEL charts) and fit to TRACK box. If qualitative data has been collected provide quotes or representative statements.

**ANNOUNCE.** With whom will you share this data? Consider the audience when reporting recommendations and implications. List the implications that result from the data as well as recommendations or next steps.

## School Counseling Program DATA Report

Name of School: \_\_\_\_\_

Date: \_\_\_\_\_

School Counselor: \_\_\_\_\_

<b>DESIGN</b>	State your research question and purpose. (How is it aligned to mission statement?)
<b>ASK</b>	Describe the data collection strategies.

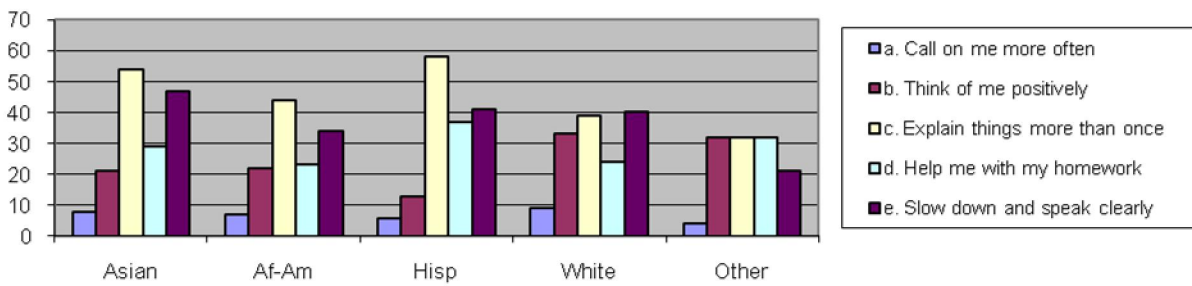
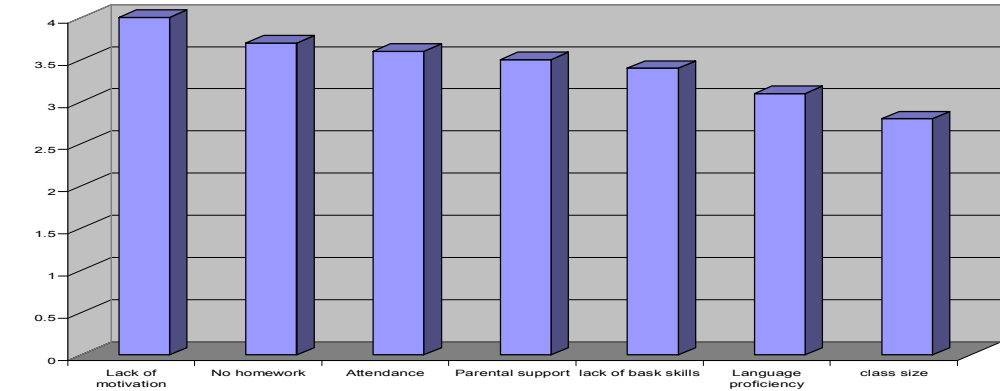
TRACK	Summarize the results and use graphs and charts to capture key findings.
ANNOUNCE	Describe the implications and recommendations to stakeholders.

### School Counseling Program DATA Report

Tomorrow High School

School Year: 2004-2005

DESIGN	<p><b>The research question, purpose, and how it aligns to school's mission statement:</b>            What are the factors that contribute to the number of students receiving Ds and Fs at Tomorrow High School?</p>
ASK	<p><b>The data collection strategies:</b>            All 488 students on the D &amp; F List attended a seminar and were surveyed about their perceptions of what contributed to their poor grades.            The faculty and staff were also surveyed concerning their perceptions of student failure.            The questionnaire was administered to A &amp; B Honor Roll students in order to compare the results of the two student surveys.</p>

TRACK	<div>Students say that they wish teachers...</div> <div><table><caption>Students say that they wish teachers...</caption><thead><tr><th>Group</th><th>a. Call on me more often</th><th>b. Think of me positively</th><th>c. Explain things more than once</th><th>d. Help me with my homework</th><th>e. Slow down and speak clearly</th></tr></thead><tbody><tr><td>Asian</td><td>8</td><td>22</td><td>55</td><td>28</td><td>48</td></tr><tr><td>Af-Am</td><td>8</td><td>22</td><td>45</td><td>25</td><td>35</td></tr><tr><td>Hisp</td><td>8</td><td>15</td><td>58</td><td>38</td><td>42</td></tr><tr><td>White</td><td>10</td><td>35</td><td>40</td><td>25</td><td>40</td></tr><tr><td>Other</td><td>5</td><td>32</td><td>32</td><td>32</td><td>22</td></tr></tbody></table></div>	Group	a. Call on me more often	b. Think of me positively	c. Explain things more than once	d. Help me with my homework	e. Slow down and speak clearly	Asian	8	22	55	28	48	Af-Am	8	22	45	25	35	Hisp	8	15	58	38	42	White	10	35	40	25	40	Other	5	32	32	32	22
	Group	a. Call on me more often	b. Think of me positively	c. Explain things more than once	d. Help me with my homework	e. Slow down and speak clearly																															
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White	10	35	40	25	40																																
Other	5	32	32	32	22																																
ANNOUNCE	<div>Teachers say...</div> <div><table><caption>Teachers say...</caption><thead><tr><th>Issue</th><th>Response (0-4)</th></tr></thead><tbody><tr><td>Lack of motivation</td><td>4.2</td></tr><tr><td>No homework</td><td>3.8</td></tr><tr><td>Attendance</td><td>3.7</td></tr><tr><td>Parental support</td><td>3.6</td></tr><tr><td>lack of basic skills</td><td>3.5</td></tr><tr><td>Language proficiency</td><td>3.2</td></tr><tr><td>class size</td><td>2.9</td></tr></tbody></table></div> <div>As a result of the year long investigation:</div> <div><ul style="list-style-type: none"><li>• The number of students on the D/F list was reduced by 2% each of four consecutive marking periods.</li><li>• There was a 9% increase in application to post-secondary programs.</li></ul></div> <div><div>The implications and recommendations to stakeholders.</div><div>Initial findings from the D/F student questionnaire were shared with administrators and then with teachers.</div><div>Implications &amp; Recommendations:</div><div>Counselors can be catalysts for change, can take action, and influence stakeholders. All of this has led to discussions about how belief systems impact student success. Diversity training will benefit faculty and staff. This is a process and only the first steps have been taken to understand and address the core issues.</div></div>	Issue	Response (0-4)	Lack of motivation	4.2	No homework	3.8	Attendance	3.7	Parental support	3.6	lack of basic skills	3.5	Language proficiency	3.2	class size	2.9																				
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## **S.O.A.R.I.N.G. in School Counseling (Gilchrist, 2004)**

### What is S.O.A.R.I.N.G.?

#### **Standards, Objectives, Assessments, Results, Impact, Network and Guide**

This model is designed to provide school counselors with a process for assessing, evaluating, and illustrating their programs. This 7 step process will guide school counselors as they use data to determine the effectiveness of workshops, lessons, group counseling activities and programs.

**To begin the SOARING process, select a program, lesson, counseling group, or activity to evaluate.**

Example –  
Classroom guidance lessons for 8<sup>th</sup> grade students addressing course registrations for 9<sup>th</sup> grade courses.

### **S – Standards**

- The standards provide the foundation for your counseling curriculum/program by stating the desired student learning outcome, knowledge or skill.
- One program can address several standards.

**Step 1** –Using the Standards for School Counseling Programs in VA Public Schools, ASCA National Standards or NCLB/Virginia Standards of Learning, you would determine the standard(s) that your program will address.

Example –

#### **Virginia Standards**

MA2: Understand the importance of high school course and/or program selection in relation to future academic and career options

MA4: Understand high school graduation requirements

MC5: Demonstrate awareness of educational, vocational, and technical training opportunities available in high school

#### **ASCA National Standard Academic**

A:B2.3: develop and implement annual plan of study to maximize academic, ability and achievement

## O – Objective(s)

- Determine the objective(s) for your program.

Hints:

- What is the goal of your program?
- Is it measurable?
- The objective should explain who, what, how, and when.
  - **Who** is participating in this activity - **8<sup>th</sup> students**
  - **What** do you want them to be able to identify, express or demonstrate at the end of the program – **Identify the different diploma requirements**
  - **How** will you provide this information – **classroom guidance lessons**
  - **When** will they be able to exhibit the skill/knowledge – **after lessons**
- You may have more than one objective for your program.

**Step 2** – Determine the objective(s) for your program.

Example –

After classroom guidance lessons:

1. 8<sup>th</sup> grade students will be able to identify the requirements for the different type of diplomas.
2. All 8<sup>th</sup> grade students will complete registration forms for 9<sup>th</sup> grade courses.

## A – Assessments

- Determine the assessment tool(s) you will use to obtain your data.
- What data source will you use to determine the impact/results of your program?
- Data sources can include pretest-posttest scores, test scores, attendance rates, grades, etc.

Hints:

- The pretest and posttest does not have to consist of many questions. (See Accountability Appendix Q)
- Hire a data analyst – ask a student to calculate your data or give your data to a math class and ask them to calculate the results as a class project
- Review the data already being collected in your school (i.e. grades, retention rates, graduation rates, standardized test scores, etc.)

**Step 3** – Determine your assessment tool(s)

Example

- Pretest/posttest (give at the begin and the end of the guidance lessons)
- 9<sup>th</sup> grade course registration forms

## R – Results

- Determine the results from your assessments upon the completion of your program
- State your data in descriptive terms (i.e. percentages)
- Use charts and graphs to display your results

### Step 4 – Calculate the results from your assessments

#### Example

- Students' ability to identify the requirements for the different diplomas increased from 58 students (pretest) to 398 students (posttest).  
Pretest data – 13%                      Posttest data – 91%
- 435 students completed 9<sup>th</sup> grade course requirements forms.

## I – Impact

- Write an impact statement describing the results of your program
- The impact statement should show how your school counseling program has impacted students' achievement, attendance, behavior, parents and/or the school

### Step 5 – Write an impact statement that describe your results

#### After completing classroom guidance lessons,

1. Students' ability to identify the different requirements for the diplomas increased from 58 students to 398 students for a 686% increase.
2. 100% of the 8<sup>th</sup> students completed 9<sup>th</sup> grade course registration forms.

## N – Network

- Communicate the results of your program
- Share the results with key stakeholders (i.e. principals, teachers, parents, community leaders)
- Make presentations at faculty and school board meetings
- Use school newsletters, brochures, school web site to share results with parents and the community
- The *Network* component of the SOARING Model is designed to assist the counselor and does not have to be included or listed on the SOARING Report.

### Step 6 – Determine how you will communicate the results of your program with key stakeholders.

#### Example -

- Share the results with parents in school monthly newsletter
- Present the results to teachers and principals at a faculty meeting
- Share the results with the high school counselors and principals

## **G – Guide**

- In order to continue to improve and enhance your program, use the data to determine program improvements
- Determine if the program caused students to *grow*
- Does a *gap* still exist?
- Determine if the program was successful or needs improvement
- Use the data to revise the program before implementing the program in the future
- The *Guide* component of the SOARING Model is designed to assist the counselor and does not have to be included or listed on the SOARING Report.

**Step 7** – Determine gaps or areas in the program that need improvement or enhancement.

### **Example**

1. Conduct a group guidance lesson to review diploma requirements to assist the 37 students identified by the posttest.
2. Review and revise the lesson before next implementation

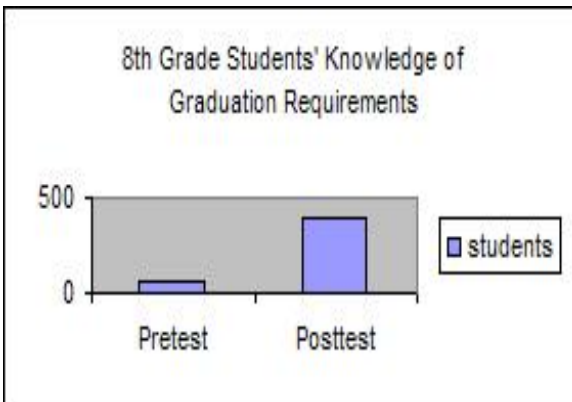
***SOARING provides school counselors with a model to show how students are different as a result of the school counseling program.***

<h1>S.O.A.R.I.N.G.</h1>	
<b>School:</b>	<b>Date:</b>
<b>Standards</b>	<b>Objectives</b>
<b>Assessments</b>	
<b>Results</b>	
	(Charts/Graphs)
<b>Impact</b>	
<b>Network</b>	<b>Guide</b>

## Sample - Completed SOARING Worksheet

<h1>S.O.A.R.I.N.G.</h1>							
<b>School:</b> Virginia Middle School	<b>Date:</b> February 2007						
<b>Standards</b>	<b>Objectives</b>						
<u><b>Virginia Standards</b></u> MA2: Understand the importance of high school course and/or program selection in relation to future academic and career options MA4: Understand high school graduation requirements MC5: Demonstrate awareness of educational, vocational, and technical training opportunities available in high school <u><b>ASCA Standards</b></u> A:B2.3 – Develop and implement annual plan of study to maximize academic, ability and achievement	After classroom guidance lessons: 1. 8 <sup>th</sup> grade students will be able to identify the requirements for the different type of diplomas. 2. All 8 <sup>th</sup> grade students will complete registration forms for 9 <sup>th</sup> grade courses.						
<b>Assessments</b>							
1. Pretest/posttest 2. 9 <sup>th</sup> grade course registration forms							
<b>Results</b>							
1. Students' ability to identify the requirements for the different diplomas increased from 58 students (pretest) to 398 students (posttest). 2. 435 students completed 9 <sup>th</sup> grade course requirements forms.	<table border="1"> <caption>8th Grade Students' Knowledge of Graduation Requirements</caption> <thead> <tr> <th>Assessment</th> <th>Number of Students</th> </tr> </thead> <tbody> <tr> <td>Pretest</td> <td>58</td> </tr> <tr> <td>Posttest</td> <td>398</td> </tr> </tbody> </table>	Assessment	Number of Students	Pretest	58	Posttest	398
Assessment	Number of Students						
Pretest	58						
Posttest	398						
<b>Impact</b>							
After completing classroom guidance lessons, 3. Students' ability to identify the different requirements for the diplomas increased from 58 students to 398 students for a 686% increase. 4. 100% of the 8 <sup>th</sup> students completed 9 <sup>th</sup> grade course registration forms.							
<b>Network</b>	<b>Guide</b>						
1. Share the results with parents in school monthly newsletter. 2. Present the results to teachers and principals at faculty meeting. 3. Share results with high school counselors and principals.	1. Conduct a group guidance lesson to review diploma requirements to assist the 37 students identified by the posttest. 2. Review and revise the lesson before next implementation.						

## Sample – SOARING Report

<h1>S.O.A.R.I.N.G.</h1>							
<b>School:</b> Virginia Middle School	<b>Date:</b> February 2007						
<b>Standards</b>	<b>Objectives</b>						
<u><b>Virginia Standards</b></u> MA2: Understand the importance of high school course and/or program selection in relation to future academic and career options MA4: Understand high school graduation requirements MC5: Demonstrate awareness of educational, vocational, and technical training opportunities available in high school <u><b>ASCA Standards</b></u> A:B2.3 – Develop and implement annual plan of study to maximize academic, ability and achievement	After classroom guidance lessons: 1. 8 <sup>th</sup> grade students will be able to identify the requirements for the different type of diplomas. 2. All 8 <sup>th</sup> grade students will complete registration forms for 9 <sup>th</sup> grade courses.						
<b>Assessments</b>							
1. Pretest/posttest 2. 9 <sup>th</sup> grade course registration forms							
<b>Results</b>							
1. Students' ability to identify the requirements for the different diplomas increased from 58 students (pretest – 13%) to 398 students (posttest – 91%). 2. 435 students completed 9 <sup>th</sup> grade course requirements forms.	 <table border="1"> <caption>8th Grade Students' Knowledge of Graduation Requirements</caption> <thead> <tr> <th>Assessment</th> <th>Number of Students</th> </tr> </thead> <tbody> <tr> <td>Pretest</td> <td>58</td> </tr> <tr> <td>Posttest</td> <td>398</td> </tr> </tbody> </table>	Assessment	Number of Students	Pretest	58	Posttest	398
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After completing classroom guidance lessons, 1. Students' ability to identify the different requirements for the diplomas increased from 58 students to 398 students for a 686% increase. 2. 100% of the 8 <sup>th</sup> students completed 9 <sup>th</sup> grade course registration forms.							

Network and Guide are designed to provide direction to the school counselor for program improvement and does not have to be included on the SOARING Report.

## **Get a GRIP!**

(Brott, 2005, 2006)

*Get a GRIP!* (Brott, 2005, 2006) is a one-page report based on an accountability framework using GRIP as a mnemonic for Goal, Results, Impact statements, and Program implications. The GRIP framework focuses professional school counselors' efforts in demonstrating the effectiveness of the school counseling program and in providing a report that can be shared with others (e.g., counseling colleagues, administrators, parents, other school personnel). The GRIP document can be presented as a Word document; charts can be developed using Excel to provide a visual summary of significant data collected based on results and impact statements.

### **GOAL**

- Goal of the particular program and/or activity; objectives that the program and/or activity will address stated in measurable behavior terms
- A brief, succinct paragraph that describes the program/activity: date(s), place, participants, facilitators, resource
- Identify types of evaluations used (e.g., needs assessment, pre/post tests, inventories, assessment instruments)
- Link program/activity to ASCA National Model Foundation: specify Virginia Standards for School Counseling Programs (2004) that are addressed; identify school district goals and/or strategic plan objectives that are addressed; align with building initiatives

### **RESULTS**

- Relate results of program/activity to Standards, district goals and/or strategic plan, and/or building initiatives
- Short-term results: what is immediately known as a product of the program/activity; process data to report what you did for whom
- Long-term results: increase/decrease of target behavior; impact on participants' behavior, attendance, achievement; what others observe; results data to report the difference the program/activity has made

### **IMPACT STATEMENTS**

- Bulleted statements
- Quantitative data: lead with a descriptive statistic (i.e., percent, percent change); perception data to report what others think, know, or can demonstrate
- Qualitative data: gathered from participants' or observers' responses to open-ended questions; identify themes from responses; provide direct quotes to illuminate the impact of the program/activity

### **PROGRAM IMPLICATIONS**

Bulleted statements to answer the following questions:

- What did/not work?
- What needs to change?
- What do you need to maintain or improve this program/activity?
- What will happen next?



## Get a GRIP: Setting Up a Word Document

### 1. Open blank Word document

### 2. Set margins and page orientation

- a. Click "File" and the drop down menu appears
- b. Click "Page Setup"
- c. From the "margins" tab set the margins as follows:
  - i. Top 0.5"
  - ii. Bottom 0.5"
  - iii. Left 0.5"
  - iv. Right 0.5"
- d. Click on the orientation of the page
  - i. Landscape is 11 x 8.5
  - ii. Portrait is 8.5 x 11
- e. Click "OK" to close the page setup menu

### 3. Type a title on first line of document and hit return to insert a blank line after the title

### 4. Insert table

- a. Click "Table" and the drop down menu appears
- b. Click "Insert" and a menu will open to the right
- c. Click "Table"
- d. From the insert table window indicate 2 columns and 3 rows
- e. Click "OK"


### 5. Enter GRIP

- a. **Goal** ~ Place your cursor in the first cell (top left cell) of the table and type your goal statement
- b. **Results** ~ Tab to the right one cell (top right cell) and type your results statement
- c. **Impact Statements** ~ in the same cell as the "Results" type impact statements  
(% increase/decrease)
- d. Tab to second row first column cell (cell below Goal) insert first chart
  - i. Open Excel file (click on the X file name at the bottom of your computer screen), open to the chart page
  - ii. Click in the upper corner of the page but do not click inside the chart
  - iii. Click "Edit" and the drop down menu appears, click "Copy" OR click on the icon in the tool bar for copy
  - iv. Move to Word document and place cursor in the cell below the Goal, click the icon in the tool bar for "paste" OR click the "Edit" and from the drop down menu click "Paste"

### ***Get a GRIP! Setting up a Word Document (continued)***

- v. To resize the chart, follow the following steps:
  - 1.) Click in the upper corner of the chart page but do not click inside the chart
  - 2.) Place your cursor in one of the corners of the chart page and a diagonal arrowhead appears
  - 3.) Use the left click and hold down, move the cross hairs in a diagonal direction to resize the chart page smaller
  - 4.) Click and hold on any of the edit markers, when the cross hairs appear, resize the chart page
- e. Tab to the next cell to the right and insert another chart or a table displaying your descriptive statistics
- f. Tab to the last row and merge the two cells in the last row with the following steps
  - vi. Place your cursor to the outside of the table and left click, the row will be highlighted
  - vii. Go to the tool bar and click "Table"
  - viii. From the drop down menus, click "Merge Cells"
- g. **Program Implications** ~ type in your program implications

#### **6. Place a footer on the page**

- a. From the tool bar, click "View" and from the drop down menu click "Header and Footer"
- b. From the menu "Header and Footer" click on the icon for "Switch between header and footer" so that you are at the bottom of the page
- c. Select preferred font, font size (smaller the better), alignment (left, center, right)
- d. Type "Prepared by ....." and include your name; you may want to include the date in the footer
- e. Click "Close" on the "Header and Footer" menu to close the menu and return to the page

#### **7. Save the file!**

## Get a GRIP

### Creating Charts in Excel

#### Entering Data

##### 1. Open Excel

##### 2. Spreadsheet basics

- a. Columns are vertical and are lettered
- b. Rows are horizontal and are numbered
- c. Cells are identified by the intersection of a column and row
- d. Click in a cell to enter information
- e. Use tab, arrow key, enter, or mouse click to maneuver around spreadsheet
- f. Each Excel file consists of multiple "sheets" (i.e., spreadsheets); name each clicking on "Sheet 1" and typing in a new name; hit return
- g. **Always save your work!**

##### 3. Enter data

One item/question with a pre-test and post-test reported for one group:

- Cell A1 enter a name for the data set
- Cell A3 type in "Pre-Test"
- Cell B3 enter pre-test score average (mean) for group
- Cell A4 type in "Post-Test"
- Cell B4 enter post-test score average (mean) for group
- **Save the file!**

Multiple items/questions with a pre/post test reported for one group:

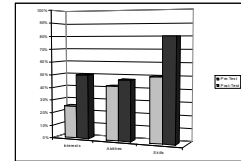
- Cell A1 enter a name for the data set
- Across row 2 beginning with cell B2 type in item/question numbers
- Cell A3 type in "Pre-Test"
- Across row 3 enter pre-test data for each item/question
- Cell A4 type in "Post-Test"
- Across row 4 enter post-test data for each item/question
- **Save the file!**

One item/question with a pre/post test reported for multiple participants:

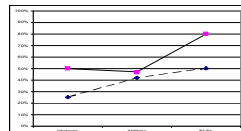
- Cell A1 enter a name for the data set
- Across row 2 label columns as "Names" (cell A2), "Pre-Test" (cell B2), "Post-Test" (cell C2)
- Beginning in row 3, enter data (e.g., A3 = name of one participant, B3 = pre-test score for participant, C3 = post-test score for participant; A4 = name of next participant, B4 = pre-test score for next participant, C4 = post-test score for next participant; row 5 and continuing one row for each participant listing name, pre-test, post-test)
- **Save the file!**

#### Types of Charts

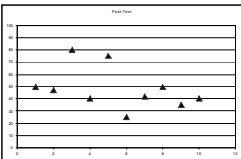
Column or Bar Chart



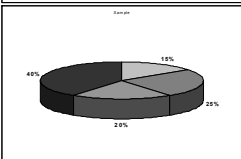
Line Chart



Scatter Plot



Pie Chart



## *Get a GRIP! Creating Charts in Excel (continued)*

### **4. Excel can be used to calculate descriptive statistics for data**

- Enter data in one column
- Click mouse in cell where statistic is to be displayed
- Click on *fx* (found to the left of *formula bar*) to *insert function* (e.g., average, median, mode, sum, count)
- Select a *function*, click “ok” at bottom of pop-up window; in spreadsheet highlight data for calculation; click “ok” at bottom of pop-up window for *function arguments*
- In cell preceding the function result, type in a name for the statistic (e.g., average, median, mode, sum, count)
- **Save the file!**

### **Creating a Chart**

1. Go to the spreadsheet where the data has been entered or open the saved file.
2. Place your mouse in the first cell where data are displayed to include in the chart.
3. Hold down the button and drag your mouse across cells in a row and/or down the columns where data are displayed to include in the chart. Your data should now be highlighted.
4. Click on the “Chart Wizard” icon at the top of the screen (small bar-graph icon). The Chart Wizard window will open.
5. Select your Chart Type (e.g., Bar, Line, Pie) by clicking on the type in the left-hand column.
6. Select your Chart Sub-Type by clicking on the sample to the right of the column. *Note: You can sample chart types with your data by clicking and holding your mouse on “Click and Hold to View Sample.”*
7. Click on “Next” in the Chart Wizard window.
8. You will see a sample of your chart. If data that are displayed is correct, click on “Next.” If data are not correct, enter new data range by highlighting the correct data.
9. Type in the title of your chart and titles for the axes. Click on “Next” when done.
10. Click on “As New Sheet” and give a title to the chart; this title will appear on the sheet tab at the bottom of the spreadsheet.
11. Click on “Finish” to complete your chart. You can maneuver between sheets (i.e., data, charts) by clicking on the names that appear on the tabs at the bottom of the spreadsheets.

### **12. Save the file!**

## *Get a GRIP! Creating Charts in Excel (continued)*

### **Advanced Features for Excel Charts**

#### **1. To change the appearance of your Chart or Axes Titles, from your chart:**

- Highlight the item and double-click. The "Format Title" window will open.
- Change colors and borders on the "Patterns" tab.
- Change font types, size and effects on the "Font" tab.
- Change the alignment of titles on the "Alignment" tab.
- Click on "OK" to apply all changes.

#### **2. To change the values in your Y Axis, from your chart:**

- Hold your mouse over the Y-axis until the "Axis Values" title appears. Double-click.
- The "Format Axis" window will open. You may change Pattern, Font and Alignment on the tabs as indicated above.
- Change the category of your numbers (i.e. percentages, fractions, etc.) on the "Numbers" tab.
- Change the scale of your axis by deselecting "Auto" and entering the new scale information on the "Scale" tab.
- Click on "OK" to apply all changes.

#### **3. To change the display of the bars in your bar graph, from your chart:**

- Double-click on any bar in the graph. You must repeat the process for each series.
- "Patterns" tab allows you to change colors and borders.
- "Shape" tab allows you to change the shape of your bar (i.e. bar, cone, silo, etc.).
- "Data Labels" tab allows you to place data labels and values on the bars.
- "Series Order" tab allows you to select the order in which series appear (i.e. pre-test 1<sup>st</sup>)
- "Data Options" tab allows you to change the depth and width of the bars.
- Click on "OK" to apply all changes.

#### **4. To change your legend titles or data range, from your chart:**

- From the title bar, click on "Chart."
- Click on "Source Data."
- From the "Series" tab, you can change your series labels.
- From the "Data Range" tab, you can edit your data range (i.e. expand or reduce it).
- Click on "OK" to apply all changes.

#### **5. To add your data table to your chart, from your chart:**

- From the title bar, click on "Chart."
- Click on "Chart Options."
- Under the "Data Tables" tab, click on "Show Data Table."
- Click on "OK" to apply all changes.

#### **6. To change the color of your floor or walls, from your chart:**

- Double-click on the floor or wall (not on a bar).
- The "Patterns" window will open up. Borders and colors may be selected.
- Click on "OK" to apply all changes.

#### **7. To rotate your chart,**

- Click inside your chart to highlight the chart.
- Drag your mouse over a corner until the crossbow appears (+).
- Move mouse to rotate chart to desired angle.

## GRIP Template

<p><b>GOAL</b></p> <p><i>(goal of the program/activity)</i></p> <p><i>(date, place, participants, facilitators, resources)</i></p> <p><i>(identify evaluation used)</i></p> <p><i>(link to Standards, district goals, strategic plan)</i></p>	<p><b>RESULTS</b></p> <p><i>(relate results of activity to Standards, district goals, strategic plan)</i></p> <ul style="list-style-type: none"> <li>• <i>Short-term results: what is immediately known as a product of the activity; process data (what you did for whom)</i></li> <li>• <i>Long-term: increase/decrease target behavior; impact on behavior, attendance, achievement; what others observe; results data (so what)</i></li> </ul> <p><b>IMPACT STATEMENTS</b></p> <ul style="list-style-type: none"> <li>• <i>Quantitative data: perception data (what others think, know, or can demonstrate)</i></li> <li>• <i>Qualitative data: themes; participant quotes</i></li> </ul>
<p><i>(insert Excel chart)</i></p>	<p><i>(insert Excel chart or pre/post test items)</i></p>
<p><b>PROGRAM IMPLICATIONS</b></p> <ul style="list-style-type: none"> <li>• <i>What did/not work?</i></li> <li>• <i>What needs to change?</i></li> <li>• <i>What do you need?</i></li> <li>• <i>What will happen next?</i></li> </ul>	

Prepared by  
Month Day, Year

### 3<sup>rd</sup> Grade Classroom Guidance Lessons: *Yes, You Can!* Tyler Elementary School Counseling Program

#### **GOAL:**

Third grade students will acquire the academic preparation essential to choose from a variety of educational, training, and employment options upon completion of school.

(Virginia Standards: Academic Development)

PWCS Guidance & Counseling objectives to be met:

- \* **3A.3:** Identify and utilize study, organization, and test-taking skills
- \* **3A.1:** Set realistic, short term goals
- \* **3A.4:** Display a positive work ethic
- \* **3C.1:** Demonstrate how a positive outlook regarding self, education and work enhances potential

PWCS strategic plan objective to be met:

- 1.1:** Increase the percent of student who meet or exceed achievement performance standards

All (n=114) 3<sup>rd</sup> grade students will participate in five 45-minute classroom guidance lessons during the month of March developed and presented by the professional school counselor to meet the stated goal and objectives. Students will complete a pre/post self-assessment to evaluate the effectiveness of the lessons based on knowledge gained and behaviors demonstrated.

#### **RESULTS:**

- \* 100% of the 3<sup>rd</sup> grade students participated in the five 45-minute classroom guidance lessons.
- \* Based on a self-assessment, students can identify their organization and test-taking skills and display a positive work ethic.

#### **IMPACT STATEMENTS:**

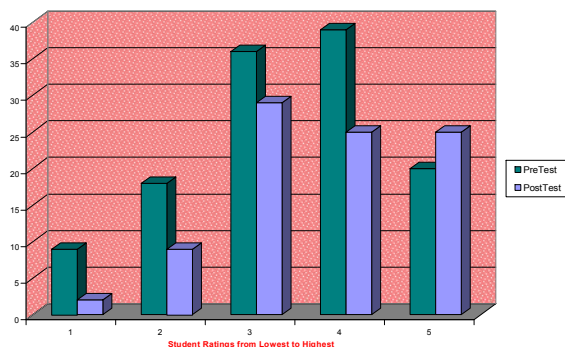
Based on a 3 question pre/post self-assessment, students rated themselves on a scale from 1 (low) to 5 (high).



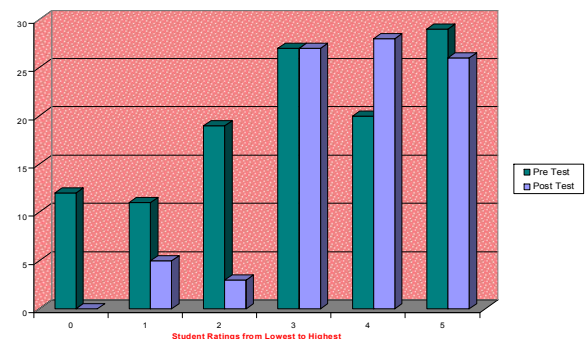
Students made significant progress based on the classroom guidance lessons in the following areas:

- \* Only one student rated desk organization as “1” (low) on the post-test.
  - ♦ 59% decrease in the number of students who rated themselves either a 1 or 2 in how organized their desks are.
  - ♦ 89% of the 3<sup>rd</sup> grades rated their desk organization as 3 or better on the post-test.
- \* 100% of students know at least one test taking strategy.
  - ♦ Before the classroom guidance lessons began, 10% of the 3<sup>rd</sup> graders could not indicate even one test taking strategy.
  - ♦ Following the completion of the five lessons, 93% of the 3<sup>rd</sup> graders could name three or more test taking strategies.

Q1: Rate How Organized Your Desk Is



Q3: Circle the Number of Test Taking Strategies Known



#### **PROGRAM IMPLICATIONS:**

- \* Counselors will revisit how the pre/post self-assessments are constructed, as well as how directions are given, in an effort to effectively collect data.
- \* Counselors will utilize alternative forms of evaluating level of desk organization, listening abilities, and test taking strategies by asking 3<sup>rd</sup> grade teachers to rate the students.
- \* Lessons will be revised and rewritten to break focus points into more manageable teaching objectives.
- \* Counselors will review previous objectives at the beginning of each new lesson.
- \* Counselors will consult with colleagues about the effectiveness of the lesson activities.

Printed with permission from Jennifer Barna, Professional School Counselor, Tyler Elementary School, Prince William County Schools

## **V. Accountability Appendices**

**Appendix Q: Tips for Creating a Questionnaire**

**Appendix R: Tips for Facilitating Focus Groups or Conducting Interviews**

**Appendix S: Strategies for Making Sense of Data**



## Appendix Q

### Tips for Creating a Questionnaire

Reprinted with permission from *Making Data Work*, published by the American School Counselor Association

Questionnaires can be used for pre- and post-tests to determine whether there has been a change in knowledge or behavior as a result of an intervention. Questionnaires can also be used to gather perception data, such as student attitudes toward school, the need for a mentoring program, and student experiences with bullying.

#### Here are some tips for developing questionnaires:

- Have a clear purpose in mind. What is it that you want to learn, or need to know or understand? Every question should be related to your purpose.
- Questionnaires should have high face validity. Use a simple one-page format with the fewest number of questions possible, created with the participants in mind in terms of language and clarity of directions.
- Make questionnaires age appropriate:
  - Consider using smiley and frowny faces for young children or simple yes/ no responses.

#### Two-point scale Example:

I like school	YES	NO
I am good at math	YES	NO

Consider using a Likert scale, 1 to 3, 1 to 4, or 1 to 5 scale and link the number value to its meaning (E.g., 1 = not at all, 2 = not very, 3 = somewhat, 4 = very, and 5 = extremely; or 1 = strongly disagree, 2 = disagree, 3 = unsure, 4 = agree and 5 = strongly agree, etc.) for older children.

#### Three-point Scale Example:

	NO	SOMETIMES	YES
My teacher helps me learn	1	2	3
I do my homework	1	2	3

**Likert 4-point scale Example:**

	STRONGLY DISAGREE 1	DISAGREE 2	AGREE 3	STRONGLY AGREE 4
I have friends at school	1	2	3	4
I STUDY FOR TESTS	1	2	3	4

**Likert 5-point scale Example:**

	STRONGLY DISAGREE 1	DISAGREE 2	UNSURE 3	AGREE 4	STRONGLY AGREE 5
I understand the ASCA national model	1	2	3	4	5
I use data to demonstrate program effectiveness	1	2	3	4	5

- Use parallel language so that participants are asked to respond to positive or negative statements. (E.g., “New students at this school do not feel welcome” would be a negative statement; “New students at this school feel welcome” would be a positive version of the same statement.)
- Consider providing space for one or two open answer questions to gain additional information.
- Conduct pre- & post tests of guidance units, presentations, workshops and programs. Administer at the beginning to assess knowledge and at the end to assess learning.

## SCHOOL SUCCESS QUESTIONNAIRE



(Middle School Example)

Grade: \_\_\_\_\_ Gender: \_\_\_\_\_ Language(s) Spoken at home: \_\_\_\_\_

***\*Please circle a number from 1 to 5 for each statement.***

**I believe the staff (teachers, counselors, asst. principals) at Mistry Middle School support me in improving my grades.**

1-Never    2-Seldom    3-Sometimes    4-Usually    5-Always

**I believe it is important for me to go to college or get further education after high school.**

1-Never    2-Seldom    3-Sometimes    4-Usually    5-Always

**My middle school is a caring community and I feel safe at school.**

1-Never    2-Seldom    3-Sometimes    4-Usually    5-Always

**Problems in my community and/or at home don't interfere with my ability to concentrate on my school work.**

1-Never    2-Seldom    3-Sometimes    4-Usually    5-Always

**I believe if I were required to stay after school to work on my school work my grades would improve.**

1-Never    2-Seldom    3-Sometimes    4-Usually    5-Always

**My parents help me at home with school work.**

1-Never    2-Seldom    3-Sometimes    4-Usually    5-Always

**I attend after school help with teachers.**

1-Never    2-Seldom    3-Sometimes    4-Usually    5-Always

**There is an adult I can talk with when I have problems.**

1-Never    2-Seldom    3-Sometimes    4-Usually    5-Always

**The one thing that would help me improve my grades is...**

## Appendix R

### Tips for Facilitating Focus Groups or Conducting Interviews

Reprinted with permission from *Making Data Work*, published by the American School Counselor Association

Focus groups and interviews are excellent ways to collect information about issues under investigation. Bringing a small group of stakeholders together to conduct a focused discussion is a productive way to understand the perspective of students, faculty, or parents. Interviewing individual stakeholders is also a useful way to gather insider information about the issue. Here are some tips for facilitating focus groups or conducting interviews.

#### Facilitating Focus Groups:

- Focus groups are conducted with a group ranging in number from 2 to 12.
- Establish procedures in advance
- Will you audio record? Do you have permission to audio record?
- Will you take notes?
- Consider having two facilitators lead the group
- Develop an interview guide
- Exact wording and sequence of questions are determined in advance
- Ask basic questions in the same order
- Probe if clarity is needed
- Respect respondents' answers

#### Conducting Interviews:

- Interviews are conducted with one person
- Structured (interview guide is followed in the same way for each interview)
- Semi-structured (interview guide is a general set of questions and the interview may deviate)
- Establish procedures in advance
- Will you audio record? Do you have permission to audio record?
- Will you take notes?
- Develop an interview guide
- Exact wording and sequence of questions are determined in advance
- Ask basic questions in the same order
- Probe if clarity is needed
- Respect respondents' answers

## Appendix S

### Strategies for Making Sense of Data

Common statistical procedures are summarized here and an additional strategy for making sense of the data is offered.

#### ***Creating Statistics***

If you have developed your own questionnaire, you will need to turn the responses into a numeric value in order to make sense of the data. There are two simple ways to aggregate data from a questionnaire. One way to organize the data is to find the average score for each question. The other will be to calculate the percentage of respondents for each answer.

If you have used a Likert scale (e.g., 1=never, 2=sometimes, 3=always) then you can calculate an average response for each question. Below is a review of some basic statistical operations that will produce data you can analyze.

#### Calculating Averages (Mean Scores):

The sum of the responses divided by the number of respondents

Ex.) Eight students responded to Question 1 with: 2, 3, 1, 3, 1, 1, 2,,2  
Sum 15/8 = 1.87 is the average response (mean) to Question 1

Sometimes you will want to use percentages. To calculate a percentage, (comma) begin with a fraction (e.g., 20/100=20%).

#### Working with Percentages:

The number over the total = the percent

Ex.) If 325 out of 350 students graduate, then the graduation rate is 92%  
(325/350=92%)

Sometimes you will want to demonstrate the impact or the percentage of change as a result of the intervention. When calculating percentage of change follow the steps below.

#### Working with Percent Change:

*Final # (b) – beginning # (a) = change (c)*

*change /beginning # (a) = d X 100 = % change*

*c/a = d x 100 = % change*

Ex.) 340 students graduated in 2003; 325 graduated in 2002  
340-325=15  
15/325 X100= 4.5% graduation rate increase from 2002 to 2003

Here is an example of how to take the statistics you create and put them in a format that helps you to understand an educational issue. You can then share this with other stakeholders:

Pre-test and Post-test of workshop for a 3 question scale, mean (average) responses by question:

	Pre test	Post test
Question 1	2.5	4.4
Question 2	2	4.8
Question 3	3	4.5

### Using Charts

Use Chart Wizard to make a chart from data. Online training in how to create and enhance charts is available from Microsoft Office Online at the following websites:

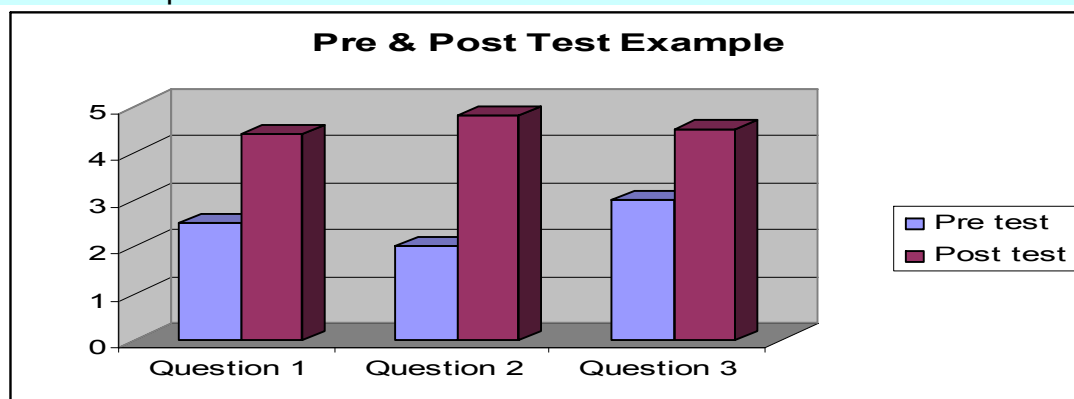
<http://office.microsoft.com/training/training.aspx?AssetID=RC011055061033>

[Charts I: How to create a chart](#). – Learn the first steps in how to create charts.

[Charts II: Choose the right chart type](#) – To learn how to choose a chart type, complete the course.

[Charts III: Create a professional-looking chart](#) – Learn how to customize and enhance charts

### Chart Example:



### Or Compute Percentage of change to determine impact:

Example :

Question 1 : $4.4 - 2.5 = 1.9$	$1.9/2.5 = 76\%$ improvement in Question 1
Question 2 : $4.8 - 2 = 2.8$	$2.8/2 = 140\%$ improvement in Question 2
Question 3 : $4.5 - 3 = 1.5$	$1.5/3 = 200\%$ improvement in Question 3

### Next Steps:

- Review findings for program changes.  
Share findings with stakeholder

## **VI. Core Competencies for Effective School Counselors**

**Definition:** The core competencies are skills and attitudes that promote effective and just school counseling practices. The competencies discussed provide opportunities to assess personal and professional awareness, knowledge, and skills and include strategies for growth in these areas.

**Strategies:**

- Complete the Core Competencies Audit.
- Prioritize needs and develop an action plan for areas to be addressed.
- Review each competency for self-assessment and suggestions.
- Explore resources in areas of need (see Resources and Appendices).
- Establish professional development goals for the school counselor(s), the school counseling program, and the school.

## CORE COMPETENCIES AUDIT

<b>CRITERIA</b>	<b>No</b>	<b>In Progress</b>	<b>Yes</b>	<b>Action Plan item?</b>
Multicultural competency goal(s) for the school counselor(s), the school counseling program, and the school community are included in professional development and school improvement plans.				
Counseling and program interventions include student empowerment components and advocacy efforts to promote positive systemic change in the school and community.				
School counselor(s) act for social justice through collaboration with stakeholders to eliminate barriers to achievement and access.				
School counselor(s) engage in consultation and professional development regarding ethical and legal competency.				
School counselor(s) participate in regular professional development activities including professional association membership, workshops, and supervision.				
School counselor(s) act as visible leaders by promoting the school counseling program and participating in school wide committees.				



**School Name:**  
**Year:**

## **CORE COMPETENCIES ACTION PLAN**

<b>Audit Item #</b>	<b>Goal</b>	<b>Strategies to Achieve Goal</b>	<b>Resources Needed</b>	<b>Method of Evaluation</b>	<b>Completion Date</b>

Progress Notes:

## **Core Competencies: Multicultural**

In our diverse society, school counselors must develop core competencies to address the unique cultural needs of students in our schools.

“Multiculturalism is no longer an exotic or special emphasis; rather, multicultural awareness is being recognized as generic to competence in counseling” (Pedersen, Draguns, Lonner, & Trimble, 2002, p. xiii).

In order to be an effective and ethical professional, school counselors need to be multiculturally competent. What does this involve? School counselors are expected to “specifically address the needs of every student, particularly students of culturally diverse, low social-economic status and other underserved or underperforming populations” (ASCA, 2005a, p. 77). If we wish to make this happen, we need to examine our own commitment to multiculturalism. The authors listed below offer this definition of someone with a multicultural personality:

an individual who... embraces diversity in her or his personal life and makes active attempts to learn about other cultures and interact with culturally different people (e.g., friends, colleagues); ...possesses the ability to live and work effectively among different groups and types of people; understands the biases inherent in his or her own worldview and actively learns about alternative worldviews... and is a social activist, empowered to speak out against all forms of social injustice (e.g., racism, homophobia, sexism, ageism, domestic violence, religious stereotyping). ( Ponterotto, Utsey, & Pedersen, 2006, p. 130)

Improving our multicultural competence is a lifelong journey. Research indicates that immersing oneself in a diverse community appears to be the best way to enhance your cultural competency. Also, participating in workshops and culturally competent supervision, reading culturally diverse literature, and actively seeking diverse social and professional relationships can enhance our awareness, knowledge, and skill. In addition, specific skills include:

- **Being accessible** by being available at times that parents/caretakers are able to see us, having our office space and materials accessible to persons with disabilities, being able to communicate (through a translator if necessary) and having materials in our students’ or parent/caretakers’ preferred language
- **Creating a welcoming, inclusive school climate** where cultural richness and strengths are celebrated
- **Being active in the community** in which your school is located via advocacy, networking, and knowing the cultural resources available
- **Adapting counseling or consultation techniques** to be culturally appropriate
- **Creating culturally inclusive career programs** to counter the trend of students beginning to eliminate some career options starting in first or second grade based on: race, ethnicity, gender, and socio-economic status
- **Training faculty and staff** to be culturally sensitive and skilled (e.g., not emphasizing the terms “proper” or “correct” English- implying that a student’s home language is improper; instead request that students use “school” or “formal” English)

- **Advocating and advising** using your knowledge of cultural bias in testing
- **Broaching** the topic of cultural differences when counseling or consulting; this can indicate that these topics are welcome and open for discussion if salient (vs. being silent about culture, which may indicate a lack of awareness, sensitivity, or willingness to examine cultural aspects of the situation at hand)
- **Promoting inclusive language and cultural recognition** (e.g., using “humankind” vs. mankind, celebrating various holidays, not just those of Christian or European-American origins)
- **Creating a multicultural advisory committee** with representative membership from the school and community
- **Consulting cultural informants**- people who are familiar with the cultures represented in your school
- **Fixing the system, not the student** by advocating for removal of barriers to student success and promoting a just and equitable school system

In sum, Lewis (2003) noted “The multicultural perspective is not only theoretically sound but also practical, not only right but necessary. Undoubtedly multiculturalism is at the heart of everything we do as counselors and as counselor educators” (p.261).

**(See Core Competencies, Appendix T – ACA Multicultural Competencies and Objectives)**

### **Core Competencies: Advocacy**

The role of the school counselor as an advocate encompasses all facets of the school counseling program. Several definitions of advocacy are offered.

“Advocacy is the act of empowering individuals or groups through actions that increase self-efficacy, remove barriers to needed services, and promote systemic change” (McAuliffe, Grothaus, Pare, & Winingar, 2008, p. 613).

“Advocating for the academic success of every student is a key role of school counselors... School counselors work proactively with students to remove barriers to learning” (ASCA, 2005a, p. 24).

“Current perspectives on school counseling place advocacy at the core of the *new vision* of the profession” (Brown & Trusty, 2005, p. 270).

There are many models of advocacy. Key pieces of the process that are included in most models are:

- Clear identification of the problem (supported by data)
- Gather collaborators and resources
- Choose goal(s) and plan(s) to achieve them (with an aim to empower participants to be successful advocates for themselves)
- Act by using your counseling, communication, and collaboration skills

- Be persistent and non-defensive, have a plan to deal with resistance
- Recognize the need for self-care in this challenging work
- Evaluate and celebrate (and/or regroup and retry)

To paraphrase a sage, old phrase: *when we're not engaging in advocacy, we're part of the problem*. According to House and Martin (1998), the role of school counselors needs to change to include advocacy as a primary mission. Advocacy is an attitude; it is also actions and the process of empowering others. No system is completely equitable; no community satisfactorily serves all of its stakeholders. There is work to be done in every school.

**(See Core Competencies, Advocacy Competencies, Appendix U – ACA Advocacy Competencies)**

### **Core Competencies: Social Justice**

“Essentially, a social justice approach to school counseling is centered on reducing the effects of oppression on students and improving equity and access to educational services” (Holcomb-McCoy, 2007, p. 18).

School counselors are leaders and change agents who are called to focus on removing the institutional barriers that contribute to the achievement gap between youth of color, students from families with low income, and their more advantaged peers. As Holcomb-McCoy (2007) noted, “the status quo is characterized by inequitable distribution of power and resources” (p. 18). Our role is to advocate for equity in access, attitudes, and resources to ensure that all students have opportunities to develop and achieve high aspirations. Through collaboration with colleagues and community partners, we can make it possible for all students to have access to rigorous academic preparation and receive the support necessary to be successful (House & Martin, 1998).

To determine your school’s commitment to equity, consider asking questions that assess the curriculum, climate, attitudes, and behaviors of school community, including: Are the contributions of women, people of color, and other underrepresented groups featured in the curriculum? “Are there friendships in the school across racial and class lines? ...Is it safe... to talk about sensitive issues such as racism, sexism, and homophobia?” (Holcomb-McCoy, 2007, pp. 123-124).

Strategies for school counseling programs that embrace a social justice stance:

- Teach self-advocacy skills to students.
- Embrace counseling skills and strategies designed to liberate disenfranchised members of the school community (Howard & Solberg, 2006; Winslade & Monk, 1999).
- Use data to challenge school policies and practices that maintain the status-quo.
- Work actively in the community with organizations that promote positive community goals for youth and families.
- Advocate with your legislators; let them know where you stand.
- Read Cheryl Holcomb-McCoy (2007) *School Counseling to Close the Achievement Gap: A Social Justice Framework for Success*.

### **Core Competencies: Ethical and Legal School Counseling Practices**

To be an effective school counselor, one must behave ethically. Ethics are agreed upon values, norms, and morals. The ASCA Ethical Standards (ASCA, 2004a) are a guide for ethical/professional conduct for professional school counselors.

To behave ethically, you must know:

- Laws (Standards of Quality [SOQ], Standards of Accreditation [SOA], FERPA, NCLB, etc.)
- ASCA Ethical Standards
- Your School Board Policies and standards of your community

Strategies:

- Remember that ethics are shades of gray, laws are black and white.
- Focus on what is more right and less wrong.
- When conflicts occur between law and ethics – the law takes priority.
- Consider relevant cultural aspects of the situation.
- Behave as a competent school counselor would – provide a “Standard of Care”
- When in doubt – **Consult**

<p style="text-align: center;">Ethical Decision-Making STEPS- Solutions to Ethical Problems in Schools (ASCA, 2005b)</p>
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- |   |
|---|
| <ol style="list-style-type: none"><li>1. Define the problem emotionally and intellectually</li><li>2. Apply ASCA and ACA Ethical Codes and the Law</li><li>3. Consider the students Chronological and Developmental Levels</li><li>4. Consider setting, parents and minors' rights</li><li>5. Apply the moral principles</li><li>6. Determine course of actions and the consequences</li><li>7. Evaluate selected action</li><li>8. Consult</li><li>9. Implement a course of action</li></ol> |
|---|

**(See Core Competencies, Appendix V – ASCA Ethical Standards, ASCA, 2004a)**

### **Core Competencies: Professional Development**

In order to improve performance as a professional school counselor, it is your obligation to remain active and knowledgeable in the field. Professional development can invigorate, rejuvenate, and sustain you. The learning process is never-ending. There are several ways that you can continue to develop as a professional school counselor.

- **Become a member in professional counseling associations:** Membership in the American School Counselor Association and the Virginia School Counselor Association will provide opportunities to attend conferences and trainings as well as receive

journals, e-blasts, and other written communication about current events in school counseling. **Your membership in ASCA also includes professional liability insurance.**

- **Attend conferences, workshops, and trainings:** There are many opportunities to gain information and training on topics that are relevant to school counseling. State and national conferences offer sessions on a variety of topics at all school levels. Sessions on self-care and professionalism are also provided to help prevent burnout. Evaluations of conferences, workshops, and trainings indicate that school counselors return to their jobs with a renewed energy and many great ideas.
- **Present/Share ideas with others:** In addition to attending conferences, you probably have an idea, lesson, or strategy that should be shared with others! School counselors typically enjoy learning about things that have worked (or not) in school counseling practice. Sharing just one new idea or way of doing things is a professional obligation that helps others develop a new perspective or practice strategy.
- **Stay informed about legislative news:** School counselors may feel that their voice is not significant in state and national legislative issues. However, participation and involvement in government-related issues that impact students is a professional duty of school counselors. Membership in professional organization often includes updates and e-blasts about current legislation and issues that affect students and/or school counseling. Government officials are very interested in the thoughts of their constituents and it only takes a few minutes to email or contact law makers in order to voice support or disapproval about an issue.
- **Collaborate with community resources to enhance professional knowledge:** As a liaison to the community, you are often considered the expert on community resources. Making referrals to outside agencies, connecting students and families with external resources, and finding support for the school counseling program are ways that you collaborate with others. Collaboration is a great opportunity to gain knowledge and to develop a professional resource network in order to provide for the needs of students, families, and school personnel. Take advantage of opportunities to meet with, visit, and get to know the community professionals who can enhance your work.
- **Supervise or mentor new school counselors; seek supervision from others:** We were all new school counselors at one time. It is good professional practice to (a) supervise other school counselors or school counselors-in training and (b) seek supervision from other school counselors for yourself. Supervision provides feedback and support to help school counselors improve performance, which results in more effective school counseling programs. Please see the core competencies area on “Supervision” later in this section.

### **Core Competencies: Supervision**

“Professional supervision is the most effective means of assisting another’s growth and development. Indeed, without it, there is some evidence that the skill level of counselors decreases.” (Gysbers & Henderson, 2006, p. 286).

While most of us participate in some type of administrative supervision, only about a quarter of school counselors nationwide participate in clinical supervision. The numerous benefits of clinical supervision have been well documented. Clinical supervision focuses on enhancing your: counseling and consultation skills, knowledge base, understanding and use of theory, assessment, case conceptualization, caseload management, multicultural competency, and professional identity and development.

While clinical supervision for professional school counselors has significant support in the professional literature, practical supervision models and training in how to successfully set up supervisory relationships have been harder to find. Some promising methods involve:

- Training individual school counselors to provide supervision for other psc’s
- Training professional school counselors to engage in peer supervision
- Utilizing local LPCs or Counselor Educators for individual or group supervision
- Structured peer dyadic supervision using one of the models available
- Web-based or Internet cyber supervision (or video or phone conferences)

The research also informs us that some arrangements tend to be more helpful than others. For example, structured sessions (vs. informal gatherings) tend to be more effective and in person supervision appears to be preferred over electronic methods (although they can be helpful and are better than not having supervision at all). Also important is choosing a supervisor who’s had training in supervision and not just assuming that longevity in the field suffices. This supervisor should also be multiculturally competent and skilled at infusing this into the supervisory process. Finally, it has been suggested that supervision is most beneficial when it is consistent and continuous.

### **Core Competencies: Leadership**

School counselors are leaders in the school who lead by involvement and example. For example, involvement on curriculum and/or discipline committees gives school counselors the opportunity to have a voice in school programs and activities. Effective leadership includes being visible, being an advocate, and being around the table in important conversations that involve decision-making about educational programs and school climate. Leadership in school counseling means taking big steps:

- Step up and participate in important conversations about student development.
- Step out and be visible so that people know who the school counselor is and what school counseling is all about.
- Step in and get involved in all areas of student development.

- For a professional school counselor *Leadership Development Profile* (Phillips, 2000), see Davis, 2005, Chapter 10, pp. 224-228.
- Read DeVoss & Andrews, 2006, *School counselors as educational leaders*.

It is only through the leadership role that the school community will understand and accept that the school counselor is critical to student success.



## **VI. Core Competencies Appendices**

**Appendix T: Multicultural Competencies and Objectives**

**Appendix U: Advocacy Competencies**

**Appendix V: Ethical Standards for School Counselors**

## Appendix T

### **American Counseling Association Cross Cultural Competencies & Objectives**

(Sue, Arredondo, & McDavis)

**The following information first appeared in 1992, when it was published simultaneously in ACA's Journal of Counseling and Development and in the Journal of the Association for Multicultural Counseling and Development (AMCD). Since that time, the multicultural competencies outlined in the article have become an important part of the counseling literature and a central aspect of all counselors' work.**

For more information about multicultural counseling, we suggest that you make frequent visits to AMCD's web site that is located at [www.amcd-aca.org](http://www.amcd-aca.org).

In April 1991, the Association for Multicultural Counseling and Development (AMCD) approved a document outlining the need and rationale for a multicultural perspective in counseling. The work of the Professional Standards committee went much further in proposing 31 multicultural counseling competencies and strongly encouraged the American Counseling Association (then known as the American Association for Counseling and Development (AACD) and the counseling profession to adopt these competencies in accreditation criteria. The hope was to have the competencies eventually become a standard for curriculum reform and training of helping professionals.

#### **I. Counselor Awareness of Own Cultural Values and Biases**

##### **A. Attitudes and Beliefs**

1. Culturally skilled counselors have moved from being culturally unaware to being aware and sensitive to their own cultural heritage and to valuing and respecting differences.
2. Culturally skilled counselors are aware of how their own cultural backgrounds and experiences and attitudes, values, and biases influence psychological processes.
3. Culturally skilled counselors are able to recognize the limits of their competencies and expertise.
4. Culturally skilled counselors are comfortable with differences that exist between themselves and clients in terms of race, ethnicity, culture, and beliefs.

##### **B. Knowledge**

1. Culturally skilled counselors have specific knowledge about their own racial and cultural heritage and how it personally and professionally affects their definitions of normality-abnormality and the process of counseling.
2. Culturally skilled counselors possess knowledge and understanding about how oppression, racism, discrimination, and stereotyping affects them personally and in their work. This allows them to acknowledge their own racist attitudes, beliefs, and feelings. Although this standard applies to all groups, for White counselors it may mean that they understand how they may have directly or indirectly benefited from individual, institutional, and cultural racism (White identity development models).
3. Culturally skilled counselors possess knowledge about their social impact on others. They are knowledgeable about communication style differences, how their style may clash or foster the counseling process with minority clients, and how to anticipate the impact it may have on others.

##### **C. Skills**

1. Culturally skilled counselors seek out educational, consultative, and training experience to improve their understanding and effectiveness in working with culturally different populations. Being able to recognize the limits of their competencies, they (a) seek consultation, (b) seek further training or education, (c) refer out to more qualified individuals or resources, or (d) engage in a combination of these.
2. Culturally skilled counselors are constantly seeking to understand themselves as racial and cultural beings and are actively seeking a non-racist identity.

## **II. Counselor Awareness of Client's Worldview**

### **A. Attitudes and Beliefs**

1. Culturally skilled counselors are aware of their negative emotional reactions toward other racial and ethnic groups that may prove detrimental to their clients in counseling. They are willing to contrast their own beliefs and attitudes with those of their culturally different clients in a nonjudgmental fashion.
2. Culturally skilled counselors are aware of their stereotypes and preconceived notions that they may hold toward other racial and ethnic minority groups.

### **B. Knowledge**

1. Culturally skilled counselors possess specific knowledge and information about the particular group they are working with. They are aware of the life experiences, cultural heritage, and historical background of their culturally different clients. This particular competency is strongly linked to the minority identity development models available in the literature.
2. Culturally skilled counselors understand how race, culture, ethnicity, and so forth may affect personality formation, vocational choices, manifestation of psychological disorders, help-seeking behavior, and the appropriateness or inappropriateness of counseling approaches.
3. Culturally skilled counselors understand and have knowledge about sociopolitical influences that impinge upon the life of racial and ethnic minorities. Immigration issues, poverty, racism, stereotyping, and powerlessness all leave major scars that may influence the counseling process.

### **C. Skills**

1. Culturally skilled counselors should familiarize themselves with relevant research and the latest findings regarding mental health and mental disorders of various ethnic and racial groups. They should actively seek out educational experiences that foster their knowledge, understanding, and multicultural skills.
2. Culturally skilled counselors become actively involved with minority individuals outside of the counseling setting (community events, social and political functions, celebrations, friendships, neighborhood groups, and so forth) so that their perspective of minorities is more than an academic or helping exercise.

## **III. Culturally Appropriate Intervention Strategies**

### **A. Attitudes and Beliefs**

1. Culturally skilled counselors respect clients' religious and/or spiritual beliefs and values, including attributions and taboos, because they affect worldview, psychosocial functioning, and expressions of distress.
2. Culturally skilled counselors respect indigenous helping practices and respect minority community intrinsic help-giving networks.
3. Culturally skilled counselors value bilingualism and do not view another language as an impediment to counseling (monolingualism may be the culprit).

### **B. Knowledge**

1. Culturally skilled counselors have a clear and explicit knowledge and understanding of the generic characteristics of counseling and therapy (culture bound, class bound, and monolingual) and how they may clash with the cultural values of various minority groups.
2. Culturally skilled counselors are aware of institutional barriers that prevent minorities from using mental health services.
3. Culturally skilled counselors have knowledge of the potential bias in assessment instruments and use procedures and interpret findings keeping in mind the cultural and linguistic characteristics of the clients.

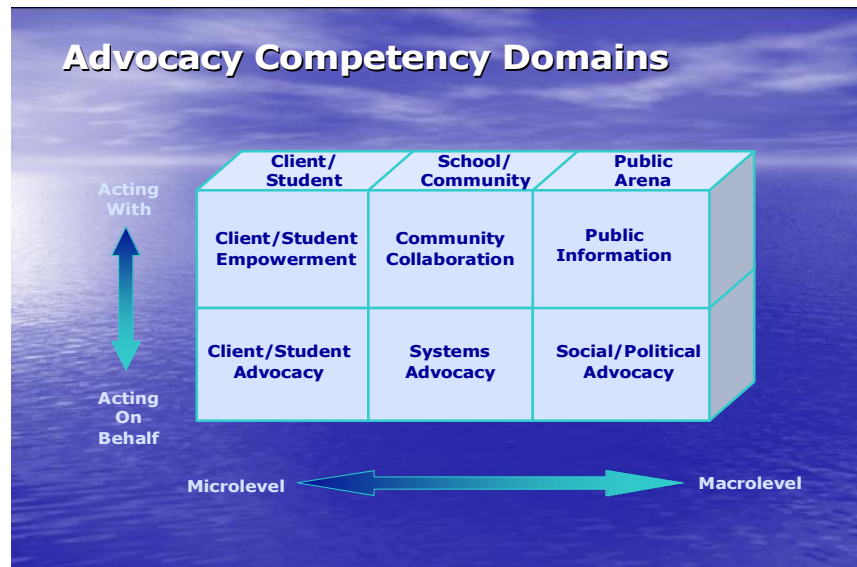
4. Culturally skilled counselors have knowledge of minority family structures, hierarchies, values, and beliefs. They are knowledgeable about the community characteristics and the resources in the community as well as the family.
5. Culturally skilled counselors should be aware of relevant discriminatory practices at the social and community level that may be affecting the psychological welfare of the population being served.

**C. Skills**

1. Culturally skilled counselors are able to engage in a variety of verbal and nonverbal helping responses. They are able to *send* and *receive* both *verbal* and *non-verbal* messages *accurately* and *appropriately*. They are not tied down to only one method or approach to helping but recognize that helping styles and approaches may be culture bound. When they sense that their helping style is limited and potentially inappropriate, they can anticipate and ameliorate its negative impact.
2. Culturally skilled counselors are able to exercise institutional intervention skills on behalf of their clients. They can help clients determine whether a problem stems from racism or bias in others (the concept of health paranoia) so that clients do not inappropriately personalize problems.
3. Culturally skilled counselors are not averse to seeking consultation with traditional healers and religious and spiritual leaders and practitioners in the treatment of culturally different clients when appropriate.
4. Culturally skilled counselors take responsibility for interacting in the language requested by the client and, if not feasible, make appropriate referral. A serious problem arises when the linguistic skills of a counselor do not match the language of the client. This being the case, counselors should (a) seek a translator with cultural knowledge and appropriate professional background and (b) refer to a knowledgeable and competent bilingual counselor.
5. Culturally skilled counselors have training and expertise in the use of traditional assessment and testing instruments. They not only understand the technical aspects of the instruments but are also aware of the cultural limitations. This allows them to use test instruments for the welfare of the diverse clients.
6. Culturally skilled counselors should attend to as well as work to eliminate biases, prejudices, and discriminatory practices. They should be cognizant of sociopolitical contexts in conducting evaluation and providing interventions and should develop sensitivity to issues of oppression, sexism, elitism, and racism.
7. Culturally skilled counselors take responsibility in educating their clients to the processes of psychological intervention, such as goals, expectations, legal rights, and the counselor's orientation.

## Appendix U

### Advocacy Competencies



### ADVOCACY COMPETENCIES: Lewis, Arnold, House & Toporek, 2002

#### Client/Student Empowerment

- An advocacy orientation involves not only systems change interventions but also the implementation of empowerment strategies in direct counseling.
- Advocacy-oriented counselors recognize the impact of social, political, economic, and cultural factors on human development.
- They also help their clients and students understand their own lives in context. This lays the groundwork for self-advocacy.

#### **Empowerment Counselor Competencies**

In direct interventions, the counselor is able to:

1. Identify strengths and resources of clients and students.
2. Identify the social, political, economic, and cultural factors that affect the client/student.
3. Recognize the signs indicating that an individual's behaviors and concerns reflect responses to systemic or internalized oppression.
4. At an appropriate development level, help the individual identify the external barriers that affect his or her development.
5. Train students and clients in self-advocacy skills.
6. Help students and clients develop self-advocacy action plans.
7. Assist students and clients in carrying out action plans.

#### Client/Student Advocacy

- When counselors become aware of external factors that act as barriers to an individual's development, they may choose to respond through advocacy.
- The client/student advocate role is especially significant when individuals or vulnerable groups lack access to needed services.

### **Client/Student Advocacy Counselor Competencies**

In environmental interventions on behalf of clients and students, the counselor is able to:

8. Negotiate relevant services and education systems on behalf of clients and students.
9. Help clients and students gain access to needed resources.
10. Identify barriers to the well-being of individuals and vulnerable groups.
11. Develop an initial plan of action for confronting these barriers.
12. Identify potential allies for confronting the barriers.
13. Carry out the plan of action.

### **Community Collaboration**

- Their ongoing work with people gives counselors a unique awareness of recurring themes. Counselors are often among the first to become aware of specific difficulties in the environment.
- Advocacy-oriented counselors often choose to respond to such challenges by alerting existing organizations that are already working for change and that might have an interest in the issue at hand.
- In these situations, the counselor's primary role is as an ally. Counselors can also be helpful to organizations by making available to them our particular skills: interpersonal relations, communications, training, and research.

### **Community Collaboration Counselor Competencies**

14. Identify environmental factors that impinge upon students' and clients' development.
15. Alert community or school groups with common concerns related to the issue.
16. Develop alliances with groups working for change.
17. Use effective listening skills to gain understanding of the group's goals.
18. Identify the strengths and resources that the group members bring to the process of systemic change.
19. Communicate recognition of and respect for these strengths and resources.
20. Identify and offer the skills that the counselor can bring to the collaboration.
21. Assess the effect of counselor's interaction with the community.

### **Systems Advocacy**

- When counselors identify systemic factors that act as barriers to their students' or clients' development, they often wish that they could change the environment and prevent some of the problems that they see every day.
- Regardless of the specific target of change, the processes for altering the status quo have common qualities. Change is a process that requires vision, persistence, leadership, collaboration, systems analysis, and strong data. In many situations, a counselor is the right person to take leadership.

### **Systems Advocacy Counselor Competencies**

In exerting systems-change leadership at the school or community level, the advocacy-oriented counselor is able to:

22. Identify environmental factors impinging on students' or clients' development
23. Provide and interpret data to show the urgency for change.
24. In collaboration with other stakeholders, develop a vision to guide change.
25. Analyze the sources of political power and social influence within the system.
26. Develop a step-by-step plan for implementing the change process.
27. Develop a plan for dealing with probable responses to change.
28. Recognize and deal with resistance.

29. Assess the effect of counselor's advocacy efforts on the system and constituents.

### **Public Information**

- Across settings, specialties, and theoretical perspectives, professional counselors share knowledge of human development and expertise in communication.
- These qualities make it possible for advocacy-oriented counselors to awaken the general public to macro-systemic issues regarding human dignity

#### **Public Information Counselor Competencies**

In informing the public about the role of environmental factors in human development, the advocacy-oriented counselor is able to:

30. Recognize the impact of oppression and other barriers to healthy development.
31. Identify environmental factors that are protective of healthy development.
32. Prepare written and multi-media materials that provide clear explanations of the role of specific environmental factors in human development.
33. Communicate information in ways that are ethical and appropriate for the target population.
34. Disseminate information through a variety of media.
35. Identify and collaborate with other professionals who are involved in disseminating public information.
36. Assess the influence of public information efforts undertaken by the counselor.

### **Social/Political Advocacy**

- Counselors regularly act as change agents in the systems that affect their own students and clients most directly. This experience often leads toward the recognition that some of the concerns they have addressed affected people in a much larger arena.
- When this happens, counselors use their skills to carry out social/political advocacy.

#### **Social/Political Advocacy Counselor Competencies**

In influencing public policy in a large, public arena, the advocacy-oriented counselor is able to:

37. Distinguish those problems that can best be resolved through social/political action.
38. Identify the appropriate mechanisms and avenues for addressing these problems.
39. Seek out and join with potential allies.
40. Support existing alliances for change.
41. With allies, prepare convincing data and rationales for change.
42. With allies, lobby legislators and other policy makers.
43. Maintain open dialogue with communities and clients to ensure that the social/political advocacy is consistent with the initial goals.

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<http://www.counseling.org/Resources/>

## APPENDIX V

### Ethical Standards for School Counselors (ASCA, 2004a)

**Available at:** <http://www.schoolcounselor.org/content.asp?contentid=173>

*ASCA's Ethical Standards for School Counselors were adopted by the ASCA Delegate Assembly, March 19, 1984, revised March 27, 1992, June 25, 1998 and June 26, 2004. For a PDF version of the Ethical Standards, [click here](#). For a Spanish version, [click here](#).*

#### Preamble

The American School Counselor Association (ASCA) is a professional organization whose members are certified/licensed in school counseling with unique qualifications and skills to address the academic, personal/social and career development needs of all students. Professional school counselors are advocates, leaders, collaborators and consultants who create opportunities for equity in access and success in educational opportunities by connecting their programs to the mission of schools and subscribing to the following tenets of professional responsibility:

- Each person has the right to be respected, be treated with dignity and have access to a comprehensive school counseling program that advocates for and affirms all students from diverse populations regardless of ethnic/racial status, age, economic status, special needs, English as a second language or other language group, immigration status, sexual orientation, gender, gender identity/expression, family type, religious/spiritual identity and appearance.
- Each person has the right to receive the information and support needed to move toward self-direction and self-development and affirmation within one's group identities, with special care being given to students who have historically not received adequate educational services: students of color, low socio-economic students, students with disabilities and students with nondominant language backgrounds.

Each person has the right to understand the full magnitude and meaning of his/her educational choices and how those choices will affect future opportunities.

- Each person has the right to privacy and thereby the right to expect the counselor-student relationship to comply with all laws, policies and ethical standards pertaining to confidentiality in the school setting.

In this document, ASCA specifies the principles of ethical behavior necessary to maintain the high standards of integrity, leadership and professionalism among its members. The Ethical Standards for School Counselors were developed to clarify the nature of ethical responsibilities held in common by school counseling professionals. The purposes of this document are to:

- Serve as a guide for the ethical practices of all professional school counselors regardless of level, area, population served or membership in this professional association;



- Provide self-appraisal and peer evaluations regarding counselor responsibilities to students, parents/guardians, colleagues and professional associates, schools, communities and the counseling profession; and
- Inform those served by the school counselor of acceptable counselor practices and expected professional behavior.

### **A.1. Responsibilities to Students**

The professional school counselor:

- a. Has a primary obligation to the student, who is to be treated with respect as a unique individual.
- b. Is concerned with the educational, academic, career, personal and social needs and encourages the maximum development of every student.
- c. Respects the student's values and beliefs and does not impose the counselor's personal values.
- d. Is knowledgeable of laws, regulations and policies relating to students and strives to protect and inform students regarding their rights.

### **A.2. Confidentiality**

The professional school counselor:

- a. Informs students of the purposes, goals, techniques and rules of procedure under which they may receive counseling at or before the time when the counseling relationship is entered. Disclosure notice includes the limits of confidentiality such as the possible necessity for consulting with other professionals, privileged communication, and legal or authoritative restraints. The meaning and limits of confidentiality are defined in developmentally appropriate terms to students.
- b. Keeps information confidential unless disclosure is required to prevent clear and imminent danger to the student or others or when legal requirements demand that confidential information be revealed. Counselors will consult with appropriate professionals when in doubt as to the validity of an exception.
- c. In absence of state legislation expressly forbidding disclosure, considers the ethical responsibility to provide information to an identified third party who, by his/her relationship with the student, is at a high risk of contracting a disease that is commonly known to be communicable and fatal. Disclosure requires satisfaction of all of the following conditions:
  - Student identifies partner or the partner is highly identifiable
  - Counselor recommends the student notify partner and refrain from further high-risk behavior
  - Student refuses
  - Counselor informs the student of the intent to notify the partner
  - Counselor seeks legal consultation as to the legalities of informing the partner
- d. Requests of the court that disclosure not be required when the release of confidential information may potentially harm a student or the counseling relationship.

e. Protects the confidentiality of students' records and releases personal data in accordance with prescribed laws and school policies. Student information stored and transmitted electronically is treated with the same care as traditional student records.

f. Protects the confidentiality of information received in the counseling relationship as specified by federal and state laws, written policies and applicable ethical standards. Such information is only to be revealed to others with the informed consent of the student, consistent with the counselor's ethical obligation.

g. Recognizes his/her primary obligation for confidentiality is to the student but balances that obligation with an understanding of the legal and inherent rights of parents/guardians to be the guiding voice in their children's lives.

### **A.3. Counseling Plans**

The professional school counselor:

a. Provides students with a comprehensive school counseling program that includes a strong emphasis on working jointly with all students to develop academic and career goals.

b. Advocates for counseling plans supporting students right to choose from the wide array of options when they leave secondary education. Such plans will be regularly reviewed to update students regarding critical information they need to make informed decisions.

### **A.4. Dual Relationships**

The professional school counselor:

a. Avoids dual relationships that might impair his/her objectivity and increase the risk of harm to the student (e.g., counseling one's family members, close friends or associates). If a dual relationship is unavoidable, the counselor is responsible for taking action to eliminate or reduce the potential for harm. Such safeguards might include informed consent, consultation, supervision and documentation.

b. Avoids dual relationships with school personnel that might infringe on the integrity of the counselor/student relationship

### **A.5. Appropriate Referrals**

The professional school counselor:

a. Makes referrals when necessary or appropriate to outside resources. Appropriate referrals may necessitate informing both parents/guardians and students of applicable resources and making proper plans for transitions with minimal interruption of services. Students retain the right to discontinue the counseling relationship at any time.

### **A.6. Group Work**

The professional school counselor:

a. Screens prospective group members and maintains an awareness of participants' needs and goals in relation to the goals of the group. The counselor takes reasonable precautions to

protect members from physical and psychological harm resulting from interaction within the group.

- b. Notifies parents/guardians and staff of group participation if the counselor deems it appropriate and if consistent with school board policy or practice.
- c. Establishes clear expectations in the group setting and clearly states that confidentiality in group counseling cannot be guaranteed. Given the developmental and chronological ages of minors in schools, the counselor recognizes the tenuous nature of confidentiality for minors renders some topics inappropriate for group work in a school setting.
- d. Follows up with group members and documents proceedings as appropriate.

#### **A.7. Danger to Self or Others**

The professional school counselor:

- a. Informs parents/guardians or appropriate authorities when the student's condition indicates a clear and imminent danger to the student or others. This is to be done after careful deliberation and, where possible, after consultation with other counseling professionals.
- b. Will attempt to minimize threat to a student and may choose to 1) inform the student of actions to be taken, 2) involve the student in a three-way communication with parents/guardians when breaching confidentiality or 3) allow the student to have input as to how and to whom the breach will be made.

#### **A.8. Student Records**

The professional school counselor:

- a. Maintains and secures records necessary for rendering professional services to the student as required by laws, regulations, institutional procedures and confidentiality guidelines.
- b. Keeps sole-possession records separate from students' educational records in keeping with state laws.
- c. Recognizes the limits of sole-possession records and understands these records are a memory aid for the creator and in absence of privilege communication may be subpoenaed and may become educational records when they 1) are shared with others in verbal or written form, 2) include information other than professional opinion or personal observations and/or 3) are made accessible to others.
- d. Establishes a reasonable timeline for purging sole-possession records or case notes. Suggested guidelines include shredding sole possession records when the student transitions to the next level, transfers to another school or graduates. Careful discretion and deliberation should be applied before destroying sole-possession records that may be needed by a court of law such as notes on child abuse, suicide, sexual harassment or violence.

### **A.9. Evaluation, Assessment and Interpretation**

The professional school counselor:

- a. Adheres to all professional standards regarding selecting, administering and interpreting assessment measures and only utilizes assessment measures that are within the scope of practice for school counselors.
- b. Seeks specialized training regarding the use of electronically based testing programs in administering, scoring and interpreting that may differ from that required in more traditional assessments.
- c. Considers confidentiality issues when utilizing evaluative or assessment instruments and electronically based programs.
- d. Provides interpretation of the nature, purposes, results and potential impact of assessment/evaluation measures in language the student(s) can understand.
- e. Monitors the use of assessment results and interpretations, and takes reasonable steps to prevent others from misusing the information.
- f. Uses caution when utilizing assessment techniques, making evaluations and interpreting the performance of populations not represented in the norm group on which an instrument is standardized.
- g. Assesses the effectiveness of his/her program in having an impact on students' academic, career and personal/social development through accountability measures especially examining efforts to close achievement, opportunity and attainment gaps.

### **A.10. Technology**

The professional school counselor:

- a. Promotes the benefits of and clarifies the limitations of various appropriate technological applications. The counselor promotes technological applications (1) that are appropriate for the student's individual needs, (2) that the student understands how to use and (3) for which follow-up counseling assistance is provided.
- b. Advocates for equal access to technology for all students, especially those historically underserved.
- c. Takes appropriate and reasonable measures for maintaining confidentiality of student information and educational records stored or transmitted over electronic media including although not limited to fax, electronic mail and instant messaging.
- d. While working with students on a computer or similar technology, takes reasonable and appropriate measures to protect students from objectionable and/or harmful online material.
- e. Who is engaged in the delivery of services involving technologies such as the telephone, videoconferencing and the Internet takes responsible steps to protect students and others from harm.

### **A.11. Student Peer Support Program**

The professional school counselor:

Has unique responsibilities when working with student-assistance programs. The school counselor is responsible for the welfare of students participating in peer-to-peer programs under his/her direction.

### **B. Responsibilities to Parents/Guardians**

#### **B.1. Parent Rights and Responsibilities**

The professional school counselor:

a. Respects the rights and responsibilities of parents/guardians for their children and endeavors to establish, as appropriate, a collaborative relationship with parents/guardians to facilitate the student's maximum development.

b. Adheres to laws, local guidelines and ethical standards of practice when assisting parents/guardians experiencing family difficulties that interfere with the student's effectiveness and welfare.

c. Respects the confidentiality of parents/guardians.

d. Is sensitive to diversity among families and recognizes that all parents/guardians, custodial and noncustodial, are vested with certain rights and responsibilities for the welfare of their children by virtue of their role and according to law.

#### **B.2. Parents/Guardians and Confidentiality**

The professional school counselor:

a. Informs parents/guardians of the counselor's role with emphasis on the confidential nature of the counseling relationship between the counselor and student.

b. Recognizes that working with minors in a school setting may require counselors to collaborate with students' parents/guardians.

c. Provides parents/guardians with accurate, comprehensive and relevant information in an objective and caring manner, as is appropriate and consistent with ethical responsibilities to the student.

d. Makes reasonable efforts to honor the wishes of parents/guardians concerning information regarding the student, and in cases of divorce or separation exercises a good-faith effort to keep both parents informed with regard to critical information with the exception of a court order.

### **C. Responsibilities to Colleagues and Professional Associates**

#### **C.1. Professional Relationships**

The professional school counselor:

a. Establishes and maintains professional relationships with faculty, staff and administration to facilitate an optimum counseling program.

b. Treats colleagues with professional respect, courtesy and fairness. The qualifications, views and findings of colleagues are represented to accurately reflect the image of competent professionals.

c. Is aware of and utilizes related professionals, organizations and other resources to whom the student may be referred.

## **C.2. Sharing Information with Other Professionals**

The professional school counselor:

a. Promotes awareness and adherence to appropriate guidelines regarding confidentiality, the distinction between public and private information and staff consultation.

b. Provides professional personnel with accurate, objective, concise and meaningful data necessary to adequately evaluate, counsel and assist the student.

c. If a student is receiving services from another counselor or other mental health professional, the counselor, with student and/or parent/guardian consent, will inform the other professional and develop clear agreements to avoid confusion and conflict for the student.

d. Is knowledgeable about release of information and parental rights in sharing information.

## **D. Responsibilities to the School and Community**

### **D.1. Responsibilities to the School**

The professional school counselor:

a. Supports and protects the educational program against any infringement not in students' best interest.

b. Informs appropriate officials in accordance with school policy of conditions that may be potentially disruptive or damaging to the school's mission, personnel and property while honoring the confidentiality between the student and counselor.

c. Is knowledgeable and supportive of the school's mission and connects his/her program to the school's mission.

d. Delineates and promotes the counselor's role and function in meeting the needs of those served. Counselors will notify appropriate officials of conditions that may limit or curtail their effectiveness in providing programs and services.

e. Accepts employment only for positions for which he/she is qualified by education, training, supervised experience, state and national professional credentials and appropriate professional experience.

f. Advocates that administrators hire only qualified and competent individuals for professional counseling positions.

g. Assists in developing: (1) curricular and environmental conditions appropriate for the school and community, (2) educational procedures and programs to meet students' developmental needs and (3) a systematic evaluation process for comprehensive, developmental, standards-based school counseling programs, services and personnel. The counselor is guided by the findings of the evaluation data in planning programs and services.

## **D.2. Responsibility to the Community**

The professional school counselor:

- a. Collaborates with agencies, organizations and individuals in the community in the best interest of students and without regard to personal reward or remuneration.
- b. Extends his/her influence and opportunity to deliver a comprehensive school counseling program to all students by collaborating with community resources for student success.

## **E. Responsibilities to Self**

### **E.1. Professional Competence**

The professional school counselor:

- a. Functions within the boundaries of individual professional competence and accepts responsibility for the consequences of his/her actions.
- b. Monitors personal well-being and effectiveness and does not participate in any activity that may lead to inadequate professional services or harm to a student.
- c. Strives through personal initiative to maintain professional competence including technological literacy and to keep abreast of professional information. Professional and personal growth are ongoing throughout the counselor's career.

### **E.2. Diversity**

The professional school counselor:

- a. Affirms the diversity of students, staff and families.
- b. Expands and develops awareness of his/her own attitudes and beliefs affecting cultural values and biases and strives to attain cultural competence.
- c. Possesses knowledge and understanding about how oppression, racism, discrimination and stereotyping affects her/him personally and professionally.
- d. Acquires educational, consultation and training experiences to improve awareness, knowledge, skills and effectiveness in working with diverse populations: ethnic/racial status, age, economic status, special needs, ESL or ELL, immigration status, sexual orientation, gender, gender identity/expression, family type, religious/spiritual identity and appearance.

## **F. Responsibilities to the Profession**

### **F.1. Professionalism**

The professional school counselor:

- a. Accepts the policies and procedures for handling ethical violations as a result of maintaining membership in the American School Counselor Association.
- b. Conducts herself/himself in such a manner as to advance individual ethical practice and the profession.
- c. Conducts appropriate research and report findings in a manner consistent with acceptable educational and psychological research practices. The counselor advocates for the protection of the individual student's identity when using data for research or program planning.
- d. Adheres to ethical standards of the profession, other official policy statements, such as ASCA's position statements, role statement and the ASCA National Model, and relevant statutes established by federal, state and local governments, and when these are in conflict works responsibly for change.
- e. Clearly distinguishes between statements and actions made as a private individual and those made as a representative of the school counseling profession.
- f. Does not use his/her professional position to recruit or gain clients, consultees for his/her private practice or to seek and receive unjustified personal gains, unfair advantage, inappropriate relationships or unearned goods or services.

### **F.2. Contribution to the Profession**

The professional school counselor:

- a. Actively participates in local, state and national associations fostering the development and improvement of school counseling.
- b. Contributes to the development of the profession through the sharing of skills, ideas and expertise with colleagues.
- c. Provides support and mentoring to novice professionals.

## **G. Maintenance of Standards**

Ethical behavior among professional school counselors, association members and nonmembers, is expected at all times. When there exists serious doubt as to the ethical behavior of colleagues or if counselors are forced to work in situations or abide by policies that do not reflect the standards as outlined in these Ethical Standards for School Counselors, the counselor is obligated to take appropriate action to rectify the condition. The following procedure may serve as a guide:



1. The counselor should consult confidentially with a professional colleague to discuss the nature of a complaint to see if the professional colleague views the situation as an ethical violation.
2. When feasible, the counselor should directly approach the colleague whose behavior is in question to discuss the complaint and seek resolution.
3. If resolution is not forthcoming at the personal level, the counselor shall utilize the channels established within the school, school district, the state school counseling association and ASCA's Ethics Committee.
4. If the matter still remains unresolved, referral for review and appropriate action should be made to the Ethics Committees in the following sequence:
  - state school counselor association
  - American School Counselor Association
5. The ASCA Ethics Committee is responsible for:
  - educating and consulting with the membership regarding ethical standards
  - periodically reviewing and recommending changes in code
  - receiving and processing questions to clarify the application of such standards; Questions must be submitted in writing to the ASCA Ethics chair.
  - handling complaints of alleged violations of the ethical standards. At the national level, complaints should be submitted in writing to the ASCA Ethics Committee, c/o the Executive Director, American School Counselor Association, 1101 King St., Suite 625, Alexandria, VA 22314

## **Conclusion**

The Virginia Professional School Counseling Program Manual was developed in response to the VSCA/NOSCA research project that indicated a need for this resource. Each time the writing team gathered to review and provide information and input, new ideas were offered and updated information was provided. That said, it is our hope that the manual continues to be revised and updated so that it provides the most relevant information possible to Virginia's school counselors.

We hope that the manual will make your job more efficient and effective. The strategies and ideas presented here will only work if they are attempted and/or implemented. The road to change begins with a single step. VSCA hopes that the material presented in this manual serves as a map for the journey to our common destination: providing support for successful students who contribute great things to the world.

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## Internet Resources for Using and Understanding Data

- American School Counselor Association – [www.schoolcounselor.org](http://www.schoolcounselor.org)
- The Education Trust - <http://www.edtrust.org> (Go to Data Tools and Presentations and select data presentations)
- The Center for School Counseling Outcome Research  
<http://www.umass.edu/schoolcounseling>
- <http://CounselingSurveys.org>
- National Office of School Counselor Advocacy (NOSCA); The College Board  
<http://www.collegeboard.org>
- EZAnalyze - <http://www.ezanalyze.com>
- National Center for Educational Statistics - <http://nces.ed.gov/> (Search: students' classroom)
- Tools for School Improvement Planning  
<http://www.annenberginstitute.org/tools/index.php>